



















# Hard-up students swell queues for social security cash

Special offices are being set up in university towns to cope with the massive wave of applications for social security payments expected from students.

Labour exchanges and supplementary benefit offices are gearing themselves up for this summer's exodus from universities and colleges. With fewer jobs expected to be available for students during the holiday, more and more will apply for supplementary allowances and benefits.

In April this year a record 91,530 students registered as unemployed and became eligible for £9,500 a week benefit, plus their rent but minus £2.63 which is the vacation element in their grant. Married or cohabiting students were able to claim £15.65 plus rent.

If all those students successfully claim their right to supplementary benefits, and there is every indication that they did, the state paid out over £4,500,000 during the month.

Information about students' rights to social security was only made available nationally from 1971, when Mr Steve Parry was elected to the National Union of Students' executive and started a campaign to get students to sign up and claim the benefits they were entitled to.

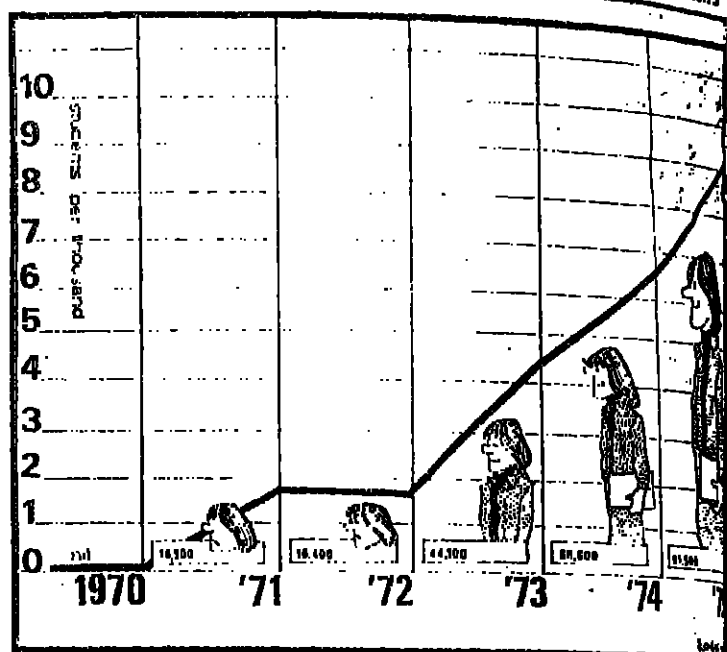
The success of that campaign can be judged in terms of the number of students registered as unemployed in the United Kingdom since 1970. In April that year, not one student registered as unemployed in the United Kingdom. A year later, however, 16,500 went on the dole. In 1972, there were 76,400; in 1973, 44,100; 1974, 66,600; and this year, 91,500.

Easier has always been the college vacation when students have either found it difficult to get jobs or have preferred to work instead at their studies for the following term's examinations. The big employers—the Post Office at Christmas, hotels and fruit farmers during the summer—have not used to draw on the vast pool of casual labour at this time of year. More and more students appear to have been spurred on by the sight of their colleagues claiming benefits.

At Easter, students claimed a record £4.5m in supplementary benefits to tide them over the holidays. Now, with vacation jobs scarce, social security offices stand by for the summer invasion.

STEPHEN COHEN reports

At Easter, students claimed a record £4.5m in supplementary benefits to tide them over the holidays. Now, with vacation jobs scarce, social security offices stand by for the summer invasion.



How the numbers have soared—totals of students registered as unemployed in the UK between 1970 and 1975.

## How the system works

Supplementary benefit is a guaranteed minimum income which is ostensibly available by right to anyone over 16 whose resources are insufficient to meet their requirements. It is financed out of general taxation and contributions are not required in the same way as National Insurance contributions for unemployment benefit.

Social security officials are given a great deal of discretion in deciding how much to pay out. Generally, students claiming benefit during termtime will find it almost impossible to receive any help.

There are, however, a number of cases of students following non-designated courses—which attract discretionary awards—who have successfully claimed benefit during termtime.

Vacation time is much easier for students to claim. Benefit is worked out by determining the student's requirements and then deducting certain forms of income.

Requirements are £15.65 for a married or cohabiting couple, £9.60 for a single person, with additions varying from £2.75 to £4.95 for dependent children. Blind students can claim slightly more.

A rent or mortgage addition is then made. Normally rent is paid in full, except where the official considers it to be unreasonably high. Students who live with their parents during vacation can only claim 95p rent allowance.

Deductions include family allowances, part-time earnings, the vacation element of a grant (taken as £2.63 a week), and the dependants' element of a grant if the student receives this because he or she has children (from £1.63 to £6.06).

The benefits can be reduced by 40 per cent if a student receives any suitable job offer during the labour exchange.

Grants now: £665 in London, £740 elsewhere.

## Muslim warning on role of girls

Department of Education and Science should set up separate schools for Muslim girls where they demand it, a report from the Muslim Educational Council has demanded last week. The report urged the Islamic rules on segregation of the sexes to be more conscious than at present of the restrictions which Islamic places on education.

The report also recommends that there should be more single-sex annexes in comprehensive schools to educate Muslim girls specifically in the art of motherhood, childminding and an element of teaching skills for use at home.

The report also recommends that L.E.A.s with many Muslims should set up committees to ensure proper teaching about Islam in religious education classes. This would "reduce the chances of orientalist and religious education teachers evading the issues by exploiting the differing Muslim views in Islam".

The Community Relations Commission and the Home Office should make sure Muslim parents know they can take their children out of RE classes. They should also finance the recruitment and training of teachers of Islamic studies.

The union, who represent 82 Muslim organizations, also advise the Government to drop plans to phase out direct grant schools as this would be "disturbing to the conscience of British Muslims".

## Energy artist switches off

Mr Andrew Stonyer, an artist and architect, found himself labelled this week as an "aesthete for the energy crisis". After Writers for Europe and Academics for Chille, Mr Stonyer's new minority interest group—membership so far stands at one—aims at cutting out the wasteful use of electricity in kinetic sculptures.

With modern kinetic art often consuming enough electricity to keep a pensioner's two bar electric fire going, Mr Stonyer has turned to more traditional sources.

In the words of Leicester Polytechnic's press release, announcing his research award: "Andrew Stonyer aims to modify the environment and introduce the possibility of delight using natural climatic phenomena." That means the sun, wind, rain and snow will be used to power his moving works.

Mr Stonyer gets £2,000 a year to follow a higher degree in kinetic sculpture. He will end up, if the machinery works, with a master of philosophy or doctor of philosophy award.

He will work in close cooperation with the polytechnic's chemists and mechanical engineers, a good example, the poly feels, of "cross-disciplinary research".



## OU may cut intake to keep down fees

The Open University may cut its student intake next year, rather than increase its fees by 60 per cent as the Department of Education and Science have recommended.

Inflation has forced the university into the red by between £500,000 and £1,500,000, according to Professor John Ferguson, dean and director of studies in arts.

The DES have recommended that course fees should rise from £25 to £40, but the university is strongly opposed. Professor Ferguson said that the cost of courses was one of the reasons for the deficit. Students took longer to graduate than was expected. Instead of doing two courses a year, they did one or one and a half.

At present 50,000 people are taking OU courses, although the university's grant from the DES was only for 46,000. The university's planning committee will meet later this month to discuss ways of wiping out the deficit.

Measures they are likely to consider include reducing student intake, introducing a sliding scale of fees and a scholarship fund.

In a new book on the Open University, Professor Ferguson says that the "tormented question" of admitting 18-year-olds to the OU will probably be forgotten. Their pilot project for admitting 500 18-year-olds in 1974 and 1975 is unlikely to be repeated—mainly because the demand is slackening in higher education.

He also criticizes the standard of teaching in other universities which had been shown up by the OU. "Students in other universities can read our materials, they can watch and listen to our broadcasts, and they are not going to be fobbed off by the shoddy and second-rate which so often passes for university teaching."

Universities should not waste time trying to teach large numbers of students by lectures. They should use OU methods, and even OU material, freeing staff for tutorial work.

But the OU had not always lived up to its ideals. "There is dull teaching there are shoddy television programmes, the vaunted integration is sometimes no more than papering over the cracks, there has been quarrelsomeness as well as cooperation."

The OU's real impact probably still had to be felt—in the third world. "There the need is greatest, and its potentiality lies not merely in courses of university quality, but in sixth-form courses, in the concept of an Open School, in adult education which has nothing to do with conventional university studies."

The Open University from Within. By John Ferguson. University of London Press £3.30.

## Unqualified social workers

In the last three years 7,325 social workers have gained a basic professional qualification, half as many as were qualified during the previous three years. But 40 per cent of field social workers remain unqualified.

The council wants more specialized training courses in education, day care and community work, because of the failures in particular cases by "generic" social workers. They are also trying to define the social work role more precisely so that untrained and volunteer manpower can be better used and make training be more effective.

Derman Christopherson, chairman of the Central Council of Education and Training of Workers, warned last week that the increasing demand for social workers in forcing departments to take on more unqualified people.

The council, formed three years ago, amalgamated various social

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## OU approach for new channel

A substantial part of any new radio or television channel should be used for education, say the Further Education Advisory Council, a BBC advisory body. In their evidence to the Amn Committee on broadcasting, the extra time should be given to the Open University, schools programmes and further education aimed at the committed learner.

The council also recommended that FE broadcasts should be partially supported from public funds; that the production of the BBC's income devoted to education should be increased; and that the BBC should be allowed to use its own facilities for FE.

In particular they would like to see the development of a "new channel" for the Open University, a "new channel" as recommended by the Russell Report.

The School Broadcasting Council want certain types of school broadcasting to be funded by government and the BBC to be funded by the BBC. The BBC should provide advice on their educational services to schools.

These are the proposals for the pre-school child, the five to seven year old child and the adolescent, such as: home visits, interviews and semi-structured interviews, interviews and home visits, interviews and home visits, interviews and home visits.

The council emphasizes, however, that even with government money control of educational broadcasting

## NUS carry fight into the Market

The National Union of Students will represent their members' interests in the Common Market, says the union's anti-market campaign.

The union's campaign is a fight against the free market, which, they say, is a threat to the provision of existing channels.

Mr Charles Clarke, NUS president, in a letter to Mr William van Straubenzee, former Conservative education minister, who had backed the union for their anti-market campaign, said that the union's campaign was a fight against the free market, which, they say, is a threat to the provision of existing channels.

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## 60,000 to vote on merger

The first ballot on the proposed merger between the Association of Teachers in Technical Institutions and the Association of Teachers in Colleges and Departments of Education will be held within a fortnight.

The ATTC are asking their 7,000 members whether they approve of the plan to combine with the larger ATTC. Ballot papers must be returned by July 31.

The ATTC's ballot of their 43,000 members will be held in October. If both unions agree, the merger could be completed by the year.

The name proposed for the union is the National Association of Teachers in Further Education.

Legal moves to the unions have already been made by Mr Malcolm Lee, ATTC president, and Mr Derek Welch, ATTC president.

The amalgamation has been a long time in the making, but the union's campaign is a fight against the free market, which, they say, is a threat to the provision of existing channels.

## Childminders signed on

The London Borough of Hammersmith and Fulham have launched a pilot project to employ childminders as day-care centres. They plan to employ up to a dozen mothers in the borough.

The mothers will be paid £17 a week and paid for the first 50p a day for the first child they care for.

The children will be cared for by the mothers, who will be paid £17 a week and paid for the first 50p a day for the first child they care for.

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Each course of study extends over one year and applicants should normally possess an honours degree in science or technology or equivalent qualification. The last five months of the year are devoted to a research project which may be studied at the University or in industry.

For further details and application forms write to the Admissions Officer, the Queen's University of Belfast, BELFAST BT7 1NN.

## John Elliott and Clem Adelman CENTRAL TEAM OF THE FORD TEACHING PROJECT

are holding a

### WORKSHOP CONFERENCE

for teachers, teachers' centre warden, teacher trainers, and local authority advisers

## at THE UNIVERSITY OF WARWICK

August 27-30, 1975

### REFLECTING WHERE THE ACTION IS

This action-research project, involving teachers in East Anglian Schools, has now produced in-service materials with a view to helping teachers self-monitor problems of curriculum innovation in their own classrooms. The materials will be used at the conference.

For details and application forms from 1975, The Royal Centre for Applied Research in Education, University of East Anglia, University Village, Norwich NR4 7TJ.

## COURSES IN OUTDOOR EDUCATION FOR ADULTS OR CHILDREN

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## SOCIOLOGY IN THE SOCIAL SCIENCES 16-19

UNIVERSITY OF NEELE 21-24 SEPTEMBER

An ATSS Weekend Conference to discuss the future of sociology teaching in the 16-19 age group in schools and colleges.

For details, please send a.s.a. to G. Whitty, School of Education, Upper Borough Walls, Bath BA1 3AL



The chance to dress up in a good cause—primary school children in national costumes marched to Trafalgar Square last Sunday. The event, to commemorate World Children's Day, was organized by Save the Children Fund and Unicef.

## Schools lose grip on the over-16s

The education service may have lost the initiative in providing an educational solution for 16 to 19-year-olds, said Mr Jack Mansell, former president of the Association of Teachers in Technical Institutions, on Saturday.

At a conference organized by the Southern Regional Advisory Council he welcomed the forthcoming paper on the training of young people by the Training Services Agency. But their solution was based on training and was employer motivated.

"However progressive the TSA", he said, "the education service may have lost the initiative forever."

The ATTI did not believe there was a unique structure or a single exam that was suitable for 16 to 19-year-olds. "It is still an experimental problem needing experimental solutions."

Earlier Sir Lincoln Ralphs, chairman of the Schools Council, said the council's brief should include every one under 19 regardless of the institution they were in. There was no reason why the council should not take an interest in the curriculum in further education. The discussions over the Certificate of Extended Education had already paved the way for closer links between schools and colleges.

"If further education teachers felt there was not enough representa-

tion of further education on the council, it was up to them to lobby the Secretary of State for Education."

New further education regulations were being drafted within the Department of Education and Science but they did not do much to break down the wall between school and college. "The time is opportune to say there should be common regulations."

Sir Lincoln also criticized the Schools Council for taking a rather narrow view of the CEE. If the CEE was only done in schools, it would distort and mutilate the concept of extended education. "It would be quite unfortunate if an examination like the CEE acquires a bias of an academic limitation which school examinations still tend to acquire."

Mr J. H. Aldam and Mr R. G. Hornsby, chief education officers of Hampshire and Berkshire, both said they were worried by the growing cost of examinations and the large number of pupils who did not bother to turn up. In Hampshire, Mr Aldam said, examinations cost about £250,000 every year, and about 5 per cent failed to turn up. Mr Hornsby said they had wondered whether to charge parents examination fees, refunding them if a child appeared for the examination. But they had been advised that this was illegal.

## ATTI strike threat

Further education lecturers in Nottinghamshire are threatening strike action to force the county to negotiate with them; The teachers want to talk about conditions of service, pay and the reorganization of further education which they say is taking place behind their backs.

Efforts to arrange a meeting have resulted in stonewalling by the authority who promise one will take place before the end of term on July 4, but refuse to name a date. Mr Desmond Whitcher, secretary of the action committee for the Nottinghamshire Association of Teachers in Technical Institutions, said it was no good getting concrete promises of a meeting. "We have been told this for some weeks now. What we want is a date."

"So far, there is a heavy majority in favour of industrial action from the returns from our branches."

The issues centre on the recent conditions of service agreement negotiated between the ATTI and local authorities nationally. Under the agreement, lecturers are not expected to work more than 22 hours a week. Yet in some colleges in the county staff must work 24 hours a week.

Lecturers are also annoyed that Nottinghamshire will not meet their leaders to talk about staffing figures for colleges. They fear that the authority are employing the minimum number of higher-paid teachers they can get away with.

Mr Whitcher said they should do this without keeping people in

formed", Mr Whitcher said. "There have been no official announcements."

Reorganization of further education is the third sore point with the local ATTI. They say that decisions are being made on moving courses from the polytechnic and other colleges without any discussion with teaching unions.

"Unless there is a substantial move towards us, there is likely to be a one-day strike in September," Mr Whitcher said. The Association have already decided to withdraw their members from the authority's joint advisory committee.

"This authority are privatizing itself, and we are going to make it more difficult for us to consult our members and to get a negotiating team together."

Mr Laurie Turner, Nottinghamshire's senior assistant director for further education, said the delay was because the conditions of service agreement was a complicated document. "Parts of it represent a fairly radical departure from existing practices. I don't think the authority have intended any delay."

Mr Turner agreed that some staff worked longer hours than laid down in the document.

On reorganization, he said the authority felt they did more than their fair share of consultation. It was "a matter of opinion" whether the authority were employing the minimum number of senior staff.

The ATTI said this week that many local authorities had started talks about conditions of service in February.

## Varied skills the answer

Ways of educating and training people so more careers are available through life are explored in a research report on the varied skills published last week by Training Services Agency.

This is the first report of its kind that is looking at ways of adding to the skills possessed by people. The report recommends that training should be based on the individual's own skills. They should be organized so that training and education received in the last year of work or early years of work is adapted throughout a person's working life.

Most people can do many different jobs than the ones they are doing now. Most choose from too narrow a range of applicants. A new classification of jobs would help to overcome this. It would also make it easier for workers to acquire extra skills when they change jobs.

The report suggests that education and training should be organized so that people would have a range of knowledge and skills during their working lives. It could be placed together with their other capabilities at any stage.

There would be advantages in starting the system in schools. This would mean a radical reorganization of the curriculum. It might not be acceptable. The system does not need to be taken on immediately. It is a long-term task.

"Both here and abroad, the system is increasingly 'what is capable of?' rather than 'what is required?' We believe the answer is to be right for the power services of this country. They move into the last quarter of the twentieth century."

The project team are now looking at ways of producing this new classification of skills. A First Grouping of Skills—A First Grouping of an Investigation into a First Grouping System. TSA, 168 St. London W1.

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## Ice enough to fill an ocean

The Arctic Ocean like the ice age? The simplest answer is that it is filled with ice. William Thomson (later Lord Kelvin) is on record (in 1859) as having said just this.

Our more intricate times, surprising, and even paradoxical, answers have been suggested. Nearly 20 years ago, Professor Maurice Ewing, the American geophysicist, suggested that the Arctic might have been free from ice during most of the ice age, chiefly on the basis that then there would have been changes in the pattern of ocean and atmospheric circulation whose effect would have been to heat the Arctic.

It is some comfort to report that Dr Wallace S. Broecker, of the Lamont Geological Observatory, New York, has now argued (Science, 13) that the commonsense view is correct. The ice in the Arctic would certainly have been thicker than it is now, and may have been thick enough to fill the Arctic basin with ice. What the truth, the argument is, is that the ice was not as thick as we think it was.

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## Science diary by John Maddox



Moves in America to ban aerosols are ill conceived — see "Let us spray"

Dr Broecker thinks there may even have been enough to account for some puzzling observations two years ago. These showed that the proportion of the heavier of the natural isotopes of oxygen (oxygen-18) in deep-sea fossils formed during the height of the ice age is greater than can be explained by the glacial ice thought then to have covered the land. The point here is that water evaporated from the sea is depleted in the heavier isotope, as is the ice formed from it. So that it is possible to estimate the total amount of ice from a knowledge of the proportions of the different isotopes in fossils. This simple arithmetic suggests there may have been 16m cubic kilometres of ice in the Arctic, more than enough to fill it full.

## Physics in danger of extinction

by Bob Doe

When they had achieved a full spread of ability. "It is a real possibility that we will have lost the subject forever."

Though he recognized strong arguments in favour of mixed ability teaching, he believed this had led to a lowering of standards in physics.

Earlier this week, Mr Schofield explained that he did not necessarily object to these changes but he wanted their implications to be faced up to. For instance, where would the physicists come from in the future to run the Central Electricity Generating Board?

The changes could not be ignored by the universities. If physics disappeared from the school curriculum, universities would no longer receive sixth formers with specialized knowledge and it was possible that honours standard physics would only be undertaken in the postgraduate schools of a few universities.

Mr Maurice Eblson, the Institute of Physics's education officer, said that the move to integrated science was inevitable, given the shortage of qualified physics teachers. If all graduate physics teachers were spread out fairly between schools, there would not be enough for one school. And things were likely to get worse rather than better. This

year's enrolments for courses showed that there would be nearly a quarter fewer physics graduates in 1977 than last year.

A fall in the number of secondary science-trained teachers leaving colleges and departments of education is expected this year. Figures compiled for the education committee of the Royal Society indicate a fall of 12 per cent this year from the 4,412 last year. In chemistry, the fall is expected to be in the region of 21 per cent and in physics 16 per cent.

For the first time since the Royal Society have been compiling these forecasts the number of biology teachers qualifying will fall. Seven per cent fewer are expected this year and 24 per cent fewer general science teachers. Biologists will still account for 41 per cent of all secondary science teachers qualifying.

The numbers of trained secondary mathematics teachers likely to be available to enter schools this year is expected to fall by 7 per cent.

Mr John May, a member of the Nuffield Secondary Science Development team, said that placing science in environmental sciences would mean changes but not necessarily a lowering of standards. Single subject sciences, suited only to the small minorities who would specialize in some branch of science.

## Let us spray

The United States seems on the point of another lurch towards over-zealous environmentalism, one that I hope will not infect us here in Britain. At issue now are the materials called fluorohydrocarbons—simple hydrocarbons in which hydrogen atoms have been replaced by chlorine and fluorine atoms—there as the working fluids of refrigerators but also as the driving force in many kinds of aerosol cans.

One of the desirable features of the materials is that they can be liquefied at room temperature by the application of modest pressures. Another is that they are chemically stable. And what has now happened is that people have begun to fear that the great stability of these materials will allow them to accumulate in the lower atmosphere, filter up into the stratosphere and there erode the layer of ozone that protects us from the sun's ultraviolet light.

A committee of government officials have now given their opinion that the risk is so great that there should be a ban on aerosols driven by fluorohydrocarbons. They say the ban should be enforced next year, after a committee on the subject, appointed by the National Academy of Sciences, has reported.

That the materials accumulate in the atmosphere is beyond dispute, but I cannot see how anybody, or any committee, can know what happens to them in the stratosphere. In principle, it is true, chemical reactions which have been studied in the laboratory could be a means by which fluorohydrocarbons could catalyse the destruction of ozone.

This is a far cry from knowing what will actually happen in the stratosphere, where even the process by which ozone is generated by solar radiation is not properly understood. In the circumstances, predictions that continued production of aerosol fluorohydrocarbons will reduce the concentration of ozone by 10 or 15 per cent are most generously described as guesswork. The way in which American scientists have gone about saying that "2,000 extra cases of skin cancer" may be caused in the United States, in the circumstances, is irresponsible. What is needed is more research, not more campaigning.

Dr Broecker thinks there may even have been enough to account for some puzzling observations two years ago. These showed that the proportion of the heavier of the natural isotopes of oxygen (oxygen-18) in deep-sea fossils formed during the height of the ice age is greater than can be explained by the glacial ice thought then to have covered the land. The point here is that water evaporated from the sea is depleted in the heavier isotope, as is the ice formed from it. So that it is possible to estimate the total amount of ice from a knowledge of the proportions of the different isotopes in fossils. This simple arithmetic suggests there may have been 16m cubic kilometres of ice in the Arctic, more than enough to fill it full.

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year's enrolments for courses showed that there would be nearly a quarter fewer physics graduates in 1977 than last year.

A fall in the number of secondary science-trained teachers leaving colleges and departments of education is expected this year. Figures compiled for the education committee of the Royal Society indicate a fall of 12 per cent this year from the 4,412 last year. In chemistry, the fall is expected to be in the region of 21 per cent and in physics 16 per cent.

For the first time since the Royal Society have been compiling these forecasts the number of biology teachers qualifying will fall. Seven per cent fewer are expected this year and 24 per cent fewer general science teachers. Biologists will still account for 41 per cent of all secondary science teachers qualifying.

The numbers of trained secondary mathematics teachers likely to be available to enter schools this year is expected to fall by 7 per cent.

Mr John May, a member of the Nuffield Secondary Science Development team, said that placing science in environmental sciences would mean changes but not necessarily a lowering of standards. Single subject sciences, suited only to the small minorities who would specialize in some branch of science.

When they had achieved a full spread of ability. "It is a real possibility that we will have lost the subject forever."

Though he recognized strong arguments in favour of mixed ability teaching, he believed this had led to a lowering of standards in physics.

Earlier this week, Mr Schofield explained that he did not necessarily object to these changes but he wanted their implications to be faced up to. For instance, where would the physicists come from in the future to run the Central Electricity Generating Board?

The changes could not be ignored by the universities. If physics disappeared from the school curriculum, universities would no longer receive sixth formers with specialized knowledge and it was possible that honours standard physics would only be undertaken in the postgraduate schools of a few universities.

Mr Maurice Eblson, the Institute of Physics's education officer, said that the move to integrated science was inevitable, given the shortage of qualified physics teachers. If all graduate physics teachers were spread out fairly between schools, there would not be enough for one school. And things were likely to get worse rather than better. This

the need is most apparent—on helping to stimulate industrial innovation.

When you think of it, it is odd that Mr Benn should have made his reputation as a Minister in the Labour Government of the 1960s, when he turned out to be more vigorous and more imaginative than his predecessor, Mr Frank Cousins, at putting flesh on the skeleton of Mr Harold Wilson's "white-hot technological revolution". His spell as Minister of Technology was tempestuous, it is true, but chiefly because Mr Benn was, if anything, too eager to force the pace for the comfort of his civil servants. He, after all, was the one who produced a grand design for publicly supported research and development that could by now have yielded valuable results, if only the people and organizations that would have been affected had been consulted properly in advance.

Why Mr Benn did not blow the dust from his old plans when he returned 18 months ago to what is essentially the same Ministry is still a mystery. In the event, however, he concentrated on the preservation of old industries, not the creation of new ones. The public complaint earlier this year of his chief scientist, Sir Iwan Maddock (TES February 21) at the irrational distribution of research funds in Britain must be taken as a measure of the frustration this indifference caused.

So will Mr Varley be any better? Time, I suppose, will tell. But in



Eric Varley

reality there need not be a conflict between policies designed to safeguard employment in existing industries and those intended to give Britain a chance of paying its way in the world by the export of goods that other people want to buy. The trouble is that it is much more difficult now than it was in 1970 to conceive of how the second task might be accomplished. But that is the test by which Mr Varley should be judged.

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THE TIMES

Educational Supplement

## Ministers stress work-study links

from Mike Duckenfield

STOCKHOLM Education of the 16-19 age group should prepare students for both further studies and employment, European Education Ministers agreed here last week.

In a seven point statement laying down policy guidelines on recurrent education they also said individuals should have the opportunity for paid educational leave.

In their resolution they said that work experience should be more widely taken into account as a basis of qualification for admission to higher education and that individuals should have the right to resume education later in life.

Taking part in the meeting were ministers and delegates from the 21 countries which participate in the Council of Europe programme on educational and cultural co-operation the nine EEC members, the Nordic and EFTA countries as well as Cyprus, Malta, Turkey, Spain, Greece and the Vatican.

The ministers also agreed that educational provision should be organized in such a way so as to balance the financing of youth and adult education and to coordinate it with social welfare and employment policies. Post-compulsory education should be organized to meet the needs of all, not just the relatively academic.

It was emphasized, too, that "active encouragement" should be given to designing modular extended programmes of post-compulsory education and training so that qualifications can be obtained

in different ways and at different times through recurrent periods of study.

Other "useful forms of action" envisaged were the introduction of policies to reach the socially and educationally disadvantaged and the distribution of educational facilities to outlying communities.

Recurrent education was the theme of the meeting, the ninth in a biennial series organized by the Council of Europe. Lasting three days, it also discussed migrant education and priority areas for European co-operation. It attracted a record 150 delegates from the 21 participating countries, seven observer and guest countries and five international organizations including Unesco and the Organization for Economic Co-operation and Development.

The 12-man British delegation was initially led by Mr Reg Prentice, before this recall to London as part of the Cabinet reshuffle. The speech he was to have delivered was read out by Miss Wilma Hart, under-secretary of external relations at the DES. It outlined several major deficiencies in British post-school provisions.

Mr Prentice said the government's first priority in future post-school spending should be to extend provision for 16 to 19-year-olds, especially those not continuing with full-time learning or going into skillful jobs.

He was convinced of the potential value of work experience schemes and the government might experiment with them in the

future. But the main message would be the provision of facilities for further education for school leavers had entered the labour market.

One solution to the problem of young employees who took part in continuing time education could be the introduction of a single comprehensive vocational programme bringing together existing provisions provided by the Department of Education and the Department of Employment, he said.

Another was the launch of Open College modelled on Open University but providing advanced vocational courses for those beyond compulsory age.

On migrant education, a main topic of debate, the agreed that immigrant children should have the same educational opportunities as the host country. They should be given the opportunity to assimilate the language and culture of their new country but also be encouraged to learn about that of their own.

Three priority areas for European co-operation were identified. They were pre-school and education, the school in relation with the community and secondary education.

The next full meeting of the ministers is planned for May 1976 in Turkey when the main discussion will be the school and the chambers of commerce, crafts and industry of their educational functions in vocational training.

### Italy

## Costs may block raising leaving age

from Dalbert Hall

The raising of the school leaving age from 14 to 16 is a major issue as plans to reform secondary school structure are introduced progressively by the Government.

Signor Franco Maria Lodi, Education Minister, has presented a Bill for the reform of secondary education before the Chamber of Deputies this month, and he has said that the first two years of a new five-year secondary cycle will consist of a general specialized programme of study.

Though Signor Lodi has committed himself to extension of compulsory schooling to 16 years of age, he has also said that the Government will make its eventual realization financial and possible.

With the existing school system pupils begin at age 6 for a particular professional qualification, such as commerce, law, medicine, engineering, surveying, languages and management, and, having made their choice of career, continue their studies for three years.

However, a report published last month by the Lombardy Region for Social and Economic Studies has suggested that extension of the period of compulsory schooling will involve a major expense.

The report says that in the province of Milan alone 20,000 pupils would have to be accommodated in new schools, and that the capital expenditure of an estimated 1,380 million lire (£29.5m).

It is estimated that the cost of building new schools, and the running costs, resulting from the compulsory school 2,000 pupils, would amount to about £1.38m. Only 7.5 per cent of 14-year-olds now attend school, and 57.5 per cent of 15-year-olds.

Two years of secondary schooling this year, the first year of the new five-year cycle, will be decided by the Government. The first year of the new cycle will be decided by the Government. The first year of the new cycle will be decided by the Government.

## Vocational reforms go into melting-pot

David Dungworth

In their slender majority of one in the Upper House (Bundesrat) the Christian Democrat/Christian Social Union have passed a bill rejecting the draft Bill for reforming vocational training.

This represents a further setback to the Government's plans to upgrade the Vocational Education Act of 1969 which have aroused heated controversy since they were first introduced 18 months ago.

The decision of the Christian Democrats to vote against the Bill was by no means unexpected. They had repeatedly expressed their dissatisfaction with the Government's proposals for a levy on industrial firms to be used to finance the provision of training places when the demand for them exceeded the supply by more than 10 per cent.

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The next full meeting of the ministers is planned for May 1976 in Turkey when the main discussion will be the school and the chambers of commerce, crafts and industry of their educational functions in vocational training.

They maintain that the levy would be an intolerable burden on firms at a time of zero economic growth and that the federal Government would deprive both the Länder and the chambers of commerce, crafts and industry of their educational functions in vocational training.

The CDU/CSU Länder had indicated their intention to put forward an alternative reform programme. But differences of opinion over their own ranks mean that the proposals will not be submitted until the autumn.

With a general election due in November, it is thus highly unlikely that the Bill will become law during the life of the present Parliament.

The outlook for vocational education has since brightened, however. Agreement has now been reached at a meeting of the Federal-Länder Committee for Educational Planning on a series of measures to be introduced progressively by the Government.

These reflect the stated policy of the Government to give priority to the development of this area of education. They concentrate on three aspects: the extension of the basic vocational training year, the establishment of government-sponsored

person an amount equal to 100 per cent of the national minimum wage and for three to four months an amount equal to 30 per cent. It is thought that this will launch around 100,000 young people into working life.

More public assistance will be given to two particular groups of young people. Holders of technical education diplomas will receive an indemnity after three months of unemployment. Instead of after six months at present, and those who have obtained the baccalaureat will have the right to a similar indemnity after six months of unemployment, whereas at present they receive nothing.

The Government has also announced that it will set up between 10,000 and 20,000 additional posts in the public services in 1976. Of these, 14,000 will go to postal and telegraph services, 5,000 to the railways and 1,000 to the post office.

The Government considers that these measures might help between 600,000 and 700,000 workers and will cost around £300m if employers and young people take full advantage of them. More neutral observers estimate that the number will be around 200,000 and the cost about £150m.



Herr Rohde: outlook uncertain.

regional training centres and the provision of alternatives to university education for pupils who leave school with the Abitur.

It is planned to raise the number of school-leavers engaged on the full-time orientation course known as the basic vocational training year from the present 15,000 to at least 18,000 by 1978.

For the vast majority who do not have the opportunity of taking such a course the time spent in vocational school on day releases is to be increased from the current average of 8.4 to 12 hours a week.

An additional 20,000 places are to be provided in vocational schools to enable those who did not obtain a school leaving certificate of any kind to make good the deficiency and obtain the minimum requirement to take up an apprenticeship.

Herr Rohde is known to favour regional training centres because they strengthen Bonn's influence in vocational education. The target here is an extra 27,000 places over the next three years.

Attempts to provide courses for grammar school leavers who are unable or unwilling to proceed to some form of higher education are still at the experimental stage. Assessments of the probable demand for places will be followed up by pilot studies to determine the most suitable types of courses.

## Government launches drive to fight young joblessness

William Farr

PARIS help persuade more young people to stay in secondary technical education colleges beyond the school leaving age of 16 the government has increased the funds available for grants for those who take three-year courses.

It will also finance training courses with pay for 15,000 young people who have already left but who are expected to return to school within six months at present, and those who have obtained the baccalaureat will have the right to a similar indemnity after six months of unemployment, whereas at present they receive nothing.

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### United States

## Career training boost urged

by Judy Chase

It is time that "career education", a paper priority of American education for the past three years, was put into action, a policy paper of the US Office of Education urges.

The OE policy paper, *An Introduction to Career Education*, argues: "Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive in the long run and more beneficial in meeting educational needs of all persons—youth and adults—in the society."

Among the far-reaching reforms which the OE advocates are:

Increasing use of non-teachers from the business-industry-labour community;

Creation of an open-entry open-exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations;

Creation of a year-round school system that provides multiple points during any 12-month period in which a student will leave the educational system.

### Holland

## New deal on the way for 16-18-year-olds

from Lynn George

AMSTERDAM Dr Jos van Kemenade, Education Minister, has announced his long-term policy on educational provisions for all young workers between the ages of 16 and 18. If his plans are realized, some 280,000 young employees will be officially recognized as full-time pupils. This would demand an enormous change in attitude on the part of trade and industry which at the present time put up with rather than cooperate on day release schemes.

Existing provisions make it obligatory for employers to give young people one or two days off a week to attend courses either at trade schools or educational institutes. The latter, which take the bulk of the unqualified workers, are supposed to develop their "identity" rather than to train them for a particular career. And the trade schools are seen by educationalists as being one-sided in that they only take into account the needs of industry.

Dr van Kemenade would now like to introduce one type of so-

called "participation education" for all this age group. For three days a week young workers would continue to have practical training in industry but for the other two days they would attend Regional Centres.

These centres would not only provide vocational training for all young workers with or without a diploma but would offer second-chance courses to other types of full-time education. The Minister hopes that the first experimental centres could open next year and by extending participation education to all types of vocational schools 16 to 18-year-olds could eventually have their own type of educational programme.

But even if the trade schools and educational institutes can sink their ideological differences long enough to come to a working arrangement resistance to the new proposals is expected from industry. This is why in August, when 16-year-olds are to receive a second study day, the government is sharing out £6m among all employers as an incentive to take 16-year-olds into service.

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# Under suspension

Amy was 15 yesterday, but unlike most girls of her age, she was not at school. A year ago she was suspended and the head refused to have her back. We hear from the schools how tough it is coping with apathetic or violent troublemakers, and sometimes the solution seems to be suspension or exclusion (the difference is semantically vague). How often this is used is difficult to discover since most authorities are reluctant to give figures. So perhaps it is worth looking at the effects of this action as they appear to someone whose job it is to work with pupils under suspension.

Amy was suspended in February last year, and the list of incidents leading up to the ultimate step makes horrific reading. She broke rules, was insolent to staff and prefects, left school without permission, misbehaved out of school bounds in school time, missed lessons, forged a note for another girl, refused to wear school uniform and made obscene and unpleasant telephone calls to staff at half-term. After being suspended she was readmitted part-time in March and referred to the school's psychological service.

But at the beginning of the summer term came the final incident (alluded to mysteriously as an act of sexual display in the playground) and the head upheld the decision to exclude her. She has never gone back there since.

The head of the other comprehensive school in the town refused to accept her, and the education department were left with the tricky question of an irritated parent wanting his daughter at school, and no school in the area that would have her. A unit was created in the town to cope, and as soon as this appeared, other clients emerged, as if from nowhere. Another boy had been out of school for 12 months, and now there are five pupils whose schools will not have them back under any circumstances. What happens to them? Some stay at home, getting up late, doing odd jobs round the house; some find jobs and employers turn a blind eye. Amy came to the unit full-time in September, and I saw her every day.

At the beginning, she remained withdrawn, listless, unwilling to do anything or show any interest in herself or the future. She would

go for a long time without saying anything, treating me with petulance and scorn. Then came the testing time: spitting on the furniture, burning holes with cigarettes, stealing sugar from the store, threatening to run away, to commit suicide. We tried to help her integrate with other groups who used the building, a handicapped group and a mothers' and children's playgroup. She exploited relationships, latched on to weaker adults and pushed them to their limits. Finally she told us she was going to break into the building one weekend and did just that. Our sense of failure was complete.

We went round again to her parents and talked over the consequences of law-breaking. Yet we made it clear we would not turn Amy away. Things changed. The cleaner went sick and Amy took over the job. The building was immaculate. She started to answer the telephone and take messages, finally to do some of the secretarial work, arranging for the ambulance driver to be kept informed of the names of the members of the various groups who needed transport. She started to smile, gave up putting salt in my

coffee, played records, sang and danced. One day she invited us to dinner and her teachers and social workers went. She has little self-respect. But there is a change in emphasis, wanting to be and wanting to be trusted.

However, her father contacted the education department. Amy was in school. Suddenly we heard she was going to another school, twelve miles away. We were given two days' warning. We tried to persuade the authority to let her stay: it is difficult to begin again in a new school. She goes to school now, and perhaps eventually to go full-time. As soon as the place was however, the parents stopped coming to the unit here, there was professional help for Amy and other

Michael Stevens argues that it is ultimately the schools' responsibility to cope with children removed from their care

of the school. In other words, if things go wrong, it is the new school that will have to cope. They could exclude her, of course.

Suspension is easily understood from the school's point of view. The only document that has been able to read on the subject, issued by Liverpool education department, states that suspension is a last resort. Most law-abiding, well-motivated pupils must be able to progress. If the occasional in-school misbehaviour is not a worthwhile effort, then he or she must go. But outside the school it looks different. Amy's case, she was excluded by a head who never met her, and this led her to believe that she was being used as an example to encourage the others; the final incident was really an emotional trigger. Above all, punishment was so irrelevant.

First of all, suspending a pupil puts the responsibility back onto the parents who are usually out at work or often in-charge themselves when it comes to controlling a disruptive teenager. Second, suspension not only isolates an adolescent from

school, it isolates them from people, making them feel bitter or more rejected or more useless. This does not help them to feel sociable. Third, unless the pupil is expelled, and that is presumably illegal, they will have to go back to some school or other in the end. Suspension is of no help to the young adult, and help is what they seem to need.

What are the alternatives? In my opinion schools are not only information centres, they have a socialising role, however reluctant they feel about it. Part of that role is to help integrate young people within society and not isolate them from it. Suspending a pupil is a straightforward denial of that responsibility. If it has to happen at all it must be done coolly. Emotional sackings by outraged heads will only increase the bitterness and the anger. But need it happen?

Ultimately it is the schools who will have to cope with anti-social pupils, as I have indicated, and so if we are looking for alternatives, I suggest they could be school-based. It is important to identify pupils who are at risk early on in their school career.

Secondary schools are often top-heavy, with most of their resources being devoted to devising successful examination courses and attractive sixth-forms. These are necessary, of course, but a withdrawn, bored or bolsterous 11-year-old may easily become a truanting, aggressive 14-year-old, when confrontation makes change almost impossible. We ignore the signs in the first two years at some cost.

There must be improved contacts between schools, social workers, GPs and those ladies and gentlemen with the ill-defined role, the education welfare officers, so that families and adolescents with difficulties can receive appropriate and concerted help.

There should be provision in school for someone to be ready to cope with crises. Too many decisions are passed upwards by hardpressed classroom-based teachers, and equally hardpressed heads, or their equally overworked secretaries have to make important decisions, often on the spot. A large comprehensive deserves and needs someone with compassion and skill to help pupils and

teachers through the difficulties of their working lives.

With this in mind, heads must be encouraged to make sure the right teachers are given the responsibility for pastoral care. They need to be child-centred, caring, and prepared to work at this level because it is important and not because they are frustrated heads of department. Far too many "points" in my opinion, are squandered on third-tier academic appointments within schools and not enough on house staff, year tutors and other pastoral roles. Above all, pastoral care needs a general allocation of time. Teachers must be encouraged to feel that caring for pupils is as important a function of their job as instructing them. It is a fact that heads have the power to shift the emphasis in their schools if they choose. They will then be going some way towards ensuring that they need not turn difficult pupils away. As a means of dealing with the difficulty, exclusion is as effective as a guillotine—and as brutal. Anyone who has met Amy, and the hundreds like her, will know what I mean.

## Suitable cases for intermediate treatment

George, Tom, Martin and Bill all come from inner London boroughs and are aged between 14 and 16. None of them have been to school for over a year, one is completely illiterate and the others are well behind their age-group in reading, writing and arithmetic. Court appearances are a commonplace.

One of them, Tom, was on the Ockendon community's pilot project of a six-week residential course for children requiring intermediate treatment (one of the provisions expected to grow from the 1969 Children's Act). Tom returned to London after his six weeks at Haslemere in Sussex and told his astonished social worker that he was through with appearing in court and "nicking things".

Even more dramatic, according to the social workers and teachers at Ockendon, has been the change in the behaviour of the children who have been in the community. Some in a room with the children, the embarrasment these children are feeling, as they backward vanishes, and almost, except they have learnt at the community to learn.

The Ockendon community has been in existence for a year as a separate entity from the better-known Ockendon Venture for refugees which is its parent. Last year about 350 children came to the community, some for a full-time day or a weekend, others for as little as six weeks. Only two are on record as not having liked the place.

Quartermains House is large and rambling, with bedrooms suitable for dormitories, the downstairs rooms big enough to fit the 30 or so people usually there every weekend. The house is surrounded by a large garden, and the children have a chance to be drilled into a new activity by this pastoral style, the village children are quickly spoiled for the city, and the children are quickly spoiled for the city, and the children are quickly spoiled for the city.

Several social workers, particularly those experienced in residential work with difficult children, have remarked with surprise how easily the children grasp the idea of shared responsibilities and conformity to Quartermains' few rules while they are living in the community. One of the seven permanent workers in the community explains its ideas to the children when they arrive, and the various jobs are divided up among them. Neither sharing nor vandalism has been a difficulty.

Most of the seven full-time workers in the community are teachers of social workers by training, but each has a special responsibility, like looking after the animals in the garden, or the vegetable garden, as well as teaching the midweek care children, basic lessons every afternoon. In addition, the children are helped to work on a private project



such as a history of Haslemere, or the causes of pollution, which they must pursue as best they can. Again their teachers have been surprised at the standards of logic and relative sophistication which the children have gradually produced over a period of days.

Quartermains has large stables and outbuildings, which the boys use as workshops for carpentry and pottery. A typical example of the community's ingenuity and self-sufficiency is its pottery kiln, which was

built by a group of boys one afternoon, using old bricks and fired with two for two days, firing a large, wobbly vase and lumpy pottery.

A Tibetan painter and a Polish maker live in two of the outbuildings. Eventually it is hoped that the premises will be used by a number of craftsmen who will, both children and adults, make various things for the community's next venture in handicrafts.

It is a centre where, even if they are extended to one weekend a month, can form a sufficient basis for a real turning point in his life.

Already the community is having to turn down children being referred to them in order to keep to their present teaching ratio of one to one for the intensive six-week course. The question of whether to expand it so a child like Bill could stay indefinitely rather than go back to being a London truant, has not been resolved. The solution most likely to emerge is that they begin to

Victoria Brittain visits a community offering help to urban children in trouble



Photographs by Peter Boyce

take mainly boys who would otherwise be in their last unwelcome school term, but who, by spending it at Ockendon, will leave with better skills and a more positive outlook on life than they would making the unmarked transition from truancy to unemployment.

The group of people now running the Ockendon community are young and idealistic. They have realised their earnings to date, but they have not yet reached the £500 or so that the local authorities pay each month for the children's care. The entire cost of running Quartermains (last year they had a £3,000

and met by the Ockendon Venture.) The official leader of the group, Kate Tennison, has spent the last year shedding her responsibility so that it is shared equally in the group. The aim of this and the subsistence wages is to provide what she calls "a real alternative model to the consumer society and its values for the children to absorb". For a child like Tom to "give up stealing" just from having lived with them and observed them indicates how highly receptive difficult children can be to such ambitious attempts to show them a new world.

Victoria Brittain visits a community offering help to urban children in trouble

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## Up the Isles

Jean Reid looks at the new educational set-up in Scotland's Western Isles.

"Our problems are few, but they're big", says Angus Macleod, director of education for the Western Isles, the one completely new authority to emerge from the recent reorganisation of local government in Scotland.

Until May 16 the Outer Hebrides were administratively divided and ruled from two centres 22 miles apart on the other side of the mainland. Lewis, the flattened tip of the chain to the north, was part of Ross and Cromarty, with headquarters in Dingwall. The other islands, down from Harris through the Uists and Benbecula to Eysky and Barra, all came into Inverness-shire.

Now for the first time the Western Isles are being treated as a coherent whole, with decisions about the day-to-day lives of islanders being taken on the islands. That they may also be taken in Gaelic emphasises the essential unity of the Hebrides, for there is still nowhere on the mainland of Scotland where the old tongue is now accepted as the normal medium for everyday conversation. In spite of television and the influx of outsiders, many island children still come to school with little English. Gaelic is taken for granted as a compulsory subject in the secondary school. By bringing together the Gaelic-speaking islands, local government reform may well be saving a language.

Although the Outer Isles share a cultural tradition—there are differences between the Protestant extremes of the north and the easy-going Catholicism of some of the southern isles—they have been divided by a system of communications which linked the island communities to different points on the mainland rather than to one another. Even today, with a vastly improved road from Lewis to Harris, and causeways linking Benbecula with the Uists, it is almost impossible to travel the inhabited length of the archipelago in a single day.

The plane from Stornoway touches down on Benbecula, but the only one from the beach at Barra flies, tides permitting, direct to Glasgow. Indeed, it has been suggested that the most convenient meeting place for the new islands council would be Glasgow Airport. But such difficulties are as much a result as a cause of the administrative division. Better services are bound to be developed to meet the increased demand for inter-island travel by members and officials of the new authority.

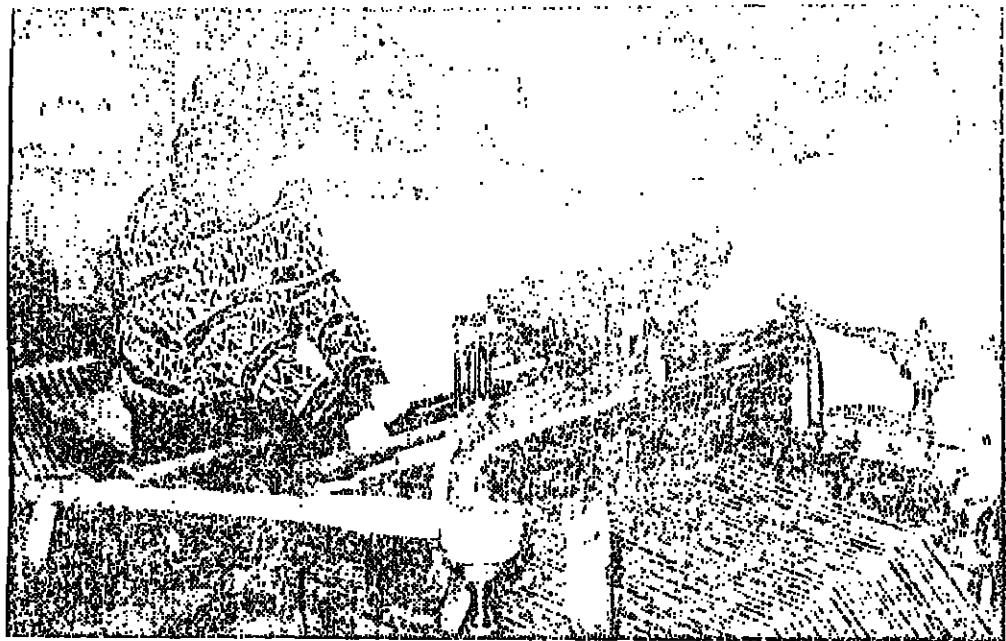
As it is, the islands' council have already accepted the principle that pupils who have to leave home for their secondary schooling should be flown back four times a year—by charter if necessary. The cost could be set, not simply against the social gain in keeping youngsters in touch with their communities, but also against a saving on hostels and lodgings.

For there is a close connexion between Mr Macleod's two biggest difficulties, communications and finance. Transport and housing must always account for a sizable proportion of the education budget in an area of such sparse and scattered population. Even on Lewis, where the coastal communities are all linked to Stornoway by reasonable roads, there are over 200 pupils in hostels for the Nicolson Institute, the islands' only full secondary school. From the Inverness-shire islands, pupils have traditionally gone to secondary schools on the mainland or Skye, although the new authority are phasing this out, they will still have to spend about £1,000 a pupil for education and travel and residence to allow them to complete their schooling in the Highland region.

At the other end of the education scale is the £80 a year which the Western Isles education committee have given one family to feed the pony which is their children's only means of getting to school. While the Nicolson, with about 1,300 pupils, is a big school by any standards, the authority also have to educate the single child in an isolated community accessible only by boat. Luckily a teacher was found who was prepared to move in with her family and re-open the school.

Cases like these ensure that island administrators can never hide behind red tape. The Hebrides have a knack of imposing flexibility and patience on the most rigid or go-getting character. At the same time, home rule for the islands may destroy the mainland myths about the fecklessness of the islanders. The novel possibility of making decisions on the spot is already fostering a new spirit. The coming of oil may have something to do with it, for the west is now building and servicing the rigs, but the biggest growth industry in Stornoway is administration.

The establishment of the local authority is



not only providing jobs for local boys—and girls. It is also bringing to the islands people whose ambitions would, in the past, have kept them on the mainland. Not all are incomers, set on changing the traditional way of life; a surprising proportion are islanders who have made good on the mainland but now see the opportunity to develop their professional skills among their own people.

Angus Macleod is one of these, a Lewisman who took the well-worn road from the Isles to Glasgow University and then spent 30 years in Renfrewshire as teacher, head and primary adviser. When Russell decided to set up a branch education office in Stornoway in preparation for regionalization, he seized the chance to return home and was all set to become the islands' first director of education.

He shares with most of his staff a background of local knowledge, two languages, and a name—more than half of the teachers and nearer three-quarters of the pupils are, he reckons, Macleods. But his deputy, Neil Galbraith, is a naturalized islander, a young Glaswegian who came to teach at the Nicolson Institute, which for over a century took all the academic pupils and prepared them for professional careers elsewhere, is now an all-through comprehensive, fed at the first-year stage by the six primaries within easy reach of Stornoway.

Children in the more remote communities progress from their local primaries to one of the five small secondary departments, with rolls from 43 to 94, for the first two years. There they follow a common course planned

with the Nicolson, so that they can easily fit into the third year when they move to the big school. All the two-year secondaries offer integrated science and classical studies, with French and Gaelic (either native or learner) in the first year. Second-year pupils can start Latin or drop one of the other languages, but otherwise all follow the same basic course.

When the scheme was introduced, some parents feared that brighter pupils might fall behind their contemporaries in the Nicolson, but follow-up reports show that they are at no disadvantage. The gain to the smaller communities of keeping all the young teenagers on the spot, rather than simply those rejected by the education system, is already being felt. There have been few difficulties in staffing the smaller secondaries, except in those practical and aesthetic subjects which, because of the strong academic tradition of the islands, have been neglected. Even the Nicolson finds it difficult to recruit teachers of music and technical subjects. Some shortages, however, can work in favour of local culture. Where there are no itinerant teachers of music and PE, the authority have been able to use instructors in Gaelic singing, raping and Highland dancing.

Besides the Institute, the island has a unique further education centre in Lewis Castle College, an impressive Victorian mansion overlooking Stornoway harbour, and where Lord Leverhulme set up headquarters in his abortive bid to propel the Outer Hebrides into the industrial age. Now it serves a double purpose—as a centre for technical education in navigation, weaving, building and engineering and as a day school for third and fourth-year pupils who want to follow vocational courses.

At the end of second year, any Lewis pupil can choose to go to the castle, where they can study for up to six O grades. Possibly because the college has a good reputation locally

and serves such a homogeneous community, the choice through "guided" by teachers is a strong influence. Pupils who develop in the Nicolson for further Scottish Certificate of Education work.

Recently pupils from Harris have been able to fit into the Lewis pattern and are an integral part of the Lewis community. Lewis has operated a selective system in the southern islands; those who pass 12-plus are offered a choice of senior secondary schools elsewhere in the country. Now authority, however, are determined that the Western Isles fully comprehend and meet the needs of the community which until now has been taken for granted.

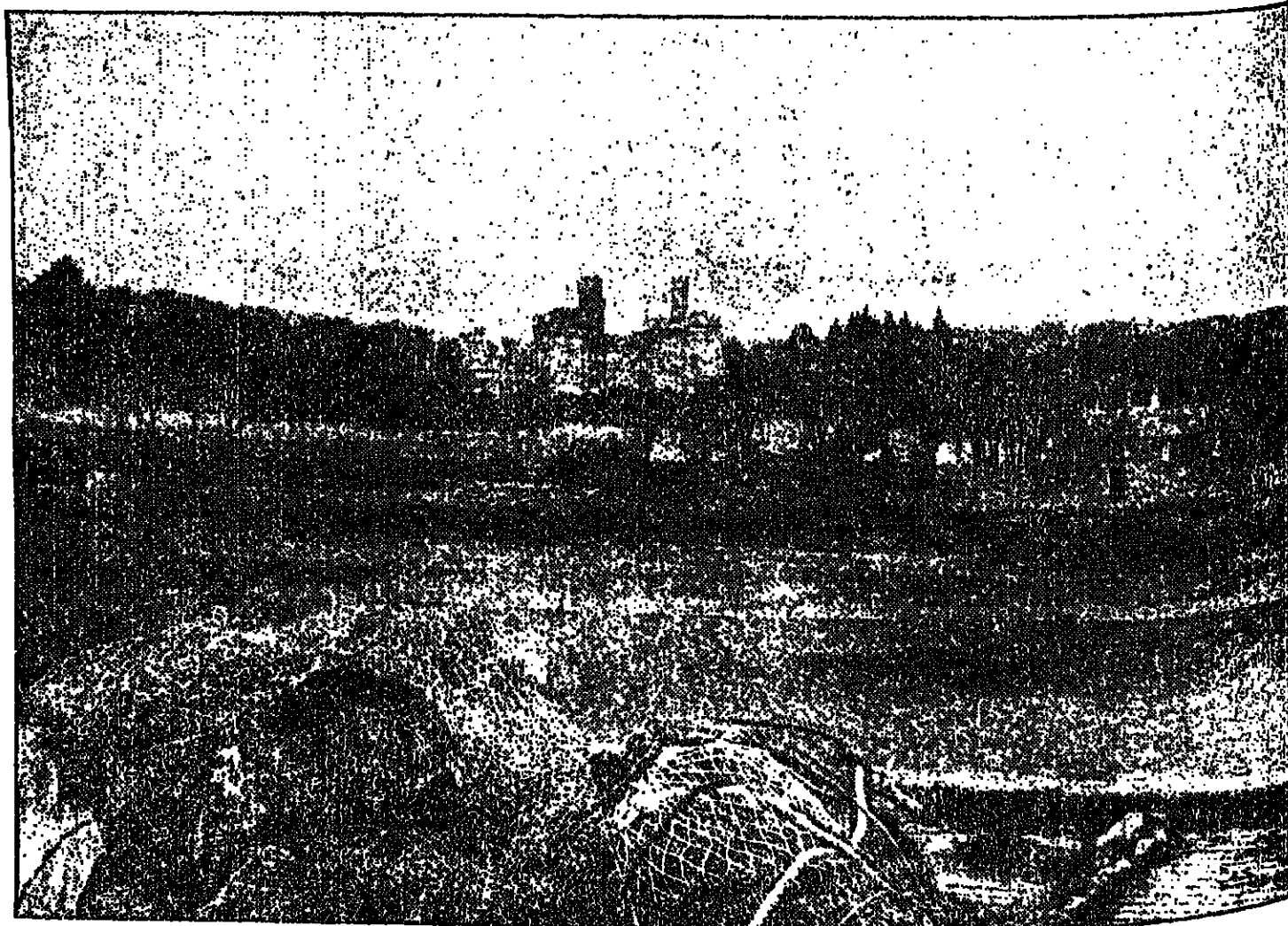
On an island like Scalpay, off the west coast, where most of the men are away all week on lucrative fishing trips, there is a need to keep the teenagers on the island. Since the year-group seldom reaches 20 figures, it has been decided to turn the junior secondary into a two-year school, to link the four-year secondary at Tarbert, which is compulsory, pupils will go to the Nicolson Institute.

Central to the comprehensive plan for the southern Isles is the building of a six-year school. The education committee have agreed that it should be at Ullist on Benbecula. On present estimates it will cost £1,500,000, but this must be set against the cost of transporting the 600 or so pupils and maintaining them in hostels elsewhere. Meanwhile, the two secondaries at the top of South Uist and Lewis are being upgraded to new comprehensive and four-year schools, being built up at Paibol on North Uist,burgh on South Uist and Castlebay on Barra. Until the new school is finished, will feed the Nicolson, whose roll is expected to rise to over 1,500 by 1980.

It will all cost money—and last month Scottish Education Department agreed that the comprehensive plans should be postponed for the coming session. The Western Isles education committee are not complaining out that the teachers have been recruited and books and equipment ordered.

Children growing up among the Outer Hebrides have always enjoyed environmental advantages—unlimited space for play, bare beauty of the landscape, contact with a way of life which is tough but timeless. They are also benefiting from modern life: the latest primary school is open-plan, the small secondary on Lewis has its own cassette recorder (though BBC 2 has not yet reached their homes). Stornoway has opened a splendid new sports complex, swimming pool next to the Nicolson.

The difficulties of providing equitable education for such a scattered area are immense, but the new authority are not prepared to settle for second-best. The development of self-sufficiency in education could have a dynamic effect on the morale and efficiency of the island communities. The old unhappy day of battles are now fought on behalf of tomorrow's children.



Lewis Castle College further education centre, where (top) weaving and other skills are learned.

## For the price of a black eye

Timothy Mo on amateur boxing



Spring records make a useful index of social improvements. Better fed, better housed, and simply bigger than their predecessors, modern athletes run faster, jump higher, and throw farther than anyone has ever done before. And they are not merely stronger. With the increased leisure afforded by a affluent society, performers have more time to hone their skills: the golfer slices his handicaps, the marksman's eye improves.

Boxers are the odd men out. Boxers flourish on adversity; they are spawned by depression. They come from slums and choose to punch their way to titles, grow rich and comfortable, and are promptly looked out by younger, hungrier fighters. The need for hungry immigrants to the country has known by going to the ring more books and looking up the names of Peoples' Irish, Jews, West Indians. If past is worth anything we should have a champion by the middle eighties.

Boxing recessions spell boxing booms, the history also holds true. Affluence can kill boxing. The need for hungry fighters is less as much in amateur as professional boxing. If only because professionals have at times been amateurs. Most amateur titles look nostalgically back to heydays in the hard times of the thirties, with spectators swigging beer from under their fold-up chairs and plenty of bouts on the club shows.

At the old Midway Club in Stoke Newington the floor used to slope and the boxers would circle each other not so much to gain a measure opening for blows as to gain a measure of respect. In an era of billiard table things, it's that much harder for club secretaries to fill their cards.

Club solvency depends in a big way on selling tickets to their shows (at about 30p a head) but before taking a profit they have

to pay for a venue and trophies for the boxers. The weighing room at St Pancras, one of the most famous London clubs and perhaps the leading one for very young boxers, is crammed with such trophies. The biggest, won in 1931, is worth £750, current rates. It inspires less veneration than irritation, prompting jocular hopes that someone will knock it off and release the insurance money. Behind the joking the club officials have a hard, thankless job.

St Pancras are actually in a better situation than most clubs, training in a pleasant headquarters in Kentish Town. At various times in the week the hall is a gymnasium, badminton court and old folk's club. The boxers meet there twice a week and the more fanatical run three miles over Parliament Hill Fields on Sunday mornings, supervised by their trainers. There are three trainers: Harry Harris, Ron Smith and John Smith, each in charge of squads of about 15 boxers, senior and junior. Trainers generally come to clubs through a series of personal introductions. In the tight world of boxing everybody is not necessarily known to everybody else but there is usually a mutual acquaintance. St Pancras have had their share of famous trainers, including George Francis, who managed the only reigning British world champion.

The current trio come from sharply different boxing backgrounds. Harry boxed for St Pancras as a lightweight in the thirties. He was 18 in 1931 and has been with the club—service apart—42 years. John, a much younger man, boxed as a professional for 10 years, starting when he was 16 in Liverpool, and fighting in America and all over the Commonwealth. Ron, like John, a middleweight—was a top amateur—an England international—who never turned professional. Nowadays, in an era of billiard table things, it's that much harder for club secretaries to fill their cards.

Club solvency depends in a big way on selling tickets to their shows (at about 30p a head) but before taking a profit they have

left hooks. Ron relied on natural strength and fitness gained by miles of roadwork (most boxers loathe this part of training) to wear down his opponents.

The fans love fighters like these but the style has its penalties. You carry the aura of a winner on your face. The trainers discourage the boys from fighting in the way they themselves used to, devising educated defences for their protégés with gloves held high and nimble footwork. They turn out stylish boxers who win championships: two senior ABA divisional champions at feather and lightweight, Sean O'Mahony and Herman Henry, and a national junior champion, David Armstrong. Ron Smith reckons to have discovered more about the scientific side of boxing by teaching than he did fighting.

A science it is. The basic principle off which the sophisticated manoeuvres are worked is the jab. A right-handed person stands with his left side forward and jabs with that hand leading. A left-hander like Ron Smith (a "southpaw") stands with the right side forward. The forward hand keeps shooting out while the strong hand is reserved. When the jab has distracted the opponent the rear hand delivers a heavier blow. Of course, good boxers combine the moves infinitely more subtly, curving the punches ("hooking"), throwing two with the same hand ("doubling it up"), switching targets ("feinting"), working in broken rhythms.

The boxers practise footwork by skipping and punching, by sparring with each other in padded leather headguards, hitting balls on springs, punching pads held by their trainers, or thumping a heavy maul-sized bag. The youngest boxers have their own little bag. Those 10 and 12-year-olds are often more elegant movers than men twice their age. But there are special difficulties about coaching them. Understandably enough, many are daunted by the prospect of a poke on the nose. The trainers trust no one with these boys except themselves. "I let them whack me a few times to get the confidence," John says. "You have to build them

up slowly." Ron thinks the punch pads are too academic a target for them so he lets them hit his gloved hands on his chest. There are naturals. Ron and John reckon to be able to tell just from the way they hold their hands up. Even so they have to be watched. Brilliant schoolboy boxers have a tendency to burn themselves out. Ron would never let a boy box more than three times a month.

Only a handful of these boys will ever turn professional, though it's easy to tell which ones will. If it's not a vocational training what does the club offer them? "Cups," said one 11-year-old succinctly. "It means I can beat my mates," said another pragmatically. Just because they enjoy it, according to the best boxers, who are a distinctly better-behaved group.

People used to talk about the moral benefits conferred by the usually art of self-defence. There is a rather endearing notice in the gymnasium which runs like this: LEFT YOUR MONEY IN THE CHANGING ROOM? HARD LUCK! WE WARNED YOU. If any one at St Pancras is proselytizing they are keeping it to themselves. But Ron is solidly of the opinion that "The majority of fighting boys are good class." John likes to put the issue technically. "Kids who get into the ring must control themselves. If they swing wild they're going to get their heads knocked off, so they have to make the effort." A question of grace under stress.

There is also the question of being in the limelight. Amateur boxing is a drab, spartan sport. The training is an earnest, painful physical endeavour. But a few times a season the boys get into the ring in the town hall in front of their friends and families (and the supporters are often less sporting in defeat than the gladiators), wearing their blue and white satin or velvet shorts and striped soft leather boots, glancing figures, win or lose. And to be an amateur champion in the stable, closely knit communities of Somerset or Kilburn is to be a local hero. Fair exchange for a black eye.

A. H. J. C. 1976







## 24 Books/Education/Paperbacks

## 'TEACH BACK' AND THE COMPUTER IMAGERY OF EDUCATION

J. R. Hartley

The Cybernetics of Human Learning and Performance. By Gordon Pask. Hutchinson £7.75. 09 1194903.

Cybernetics is the study of communication and control mechanisms in animals and machines. It borrows its terminology and many of its ideas from a variety of disciplines including electrical engineering, mathematics, computing science and psychology, so renders unfamiliar with the field should be prepared to spend time on related reading in order to understand the basic definitions and concepts. In this book Professor Pask uses a cybernetic approach to give insights into some aspects of human communication—namely, those involved in the processes of learning and teaching. The author uses cybernetics to argue by analogy, and the validity must be justified by the clarity which it brings to a discussion of these complex psychological topics, and the insights and stimulation which it gives to experimentation. If useful methods of teaching result, so much the better.

The first chapters set the scene by outlining some technical ideas of information and machines. The underlying analogy is that of transmitting and receiving agents connected by communication channels. Machines are considered in the abstract sense as a set of state values, and also rules which describe the transformation of the latter. Some specifications and organizational properties of these machines are discussed, particularly those which permit evolution and changes in state, for these are characteristics of the learning process. The author also undertakes a

systems analysis of general experimental designs, especially those in which the experimenter continually regulates the laboratory environment of the subject. This, a framework and vocabulary for discussing experimental situations on learning and performance is developed.

The inexperienced will not find these first chapters easy. They form an outline of the topics rather than a comprehensive treatment, and although references and some illustrations are given, these are only lightly developed. The language is technical, the vocabulary wide, and some of the sentences are complex. I believe the reader would find it useful to finish the book and return to these chapters when he has seen their development in practical contexts.

The middle chapters develop models of cognitive systems. The most elementary are based on behaviourist principles: the machine searches and selects a response to a given problem which might earn a reward so the machine learns to develop specified solutions. Some conclusions for teaching are drawn: for example, although correct responses must be reinforced, if the uncertainty is reduced too much the response-search process becomes impoverished. Thus, the teaching machine should differentially select and provide practice with problems that give rise to individual difficulty. These conclusions are in line with educational research which has emphasized the information rather than the reinforcement role of feedback, and its control by task difficulty. Professor Pask then goes on to describe in some detail his own researches into more complex learning models and adaptive teaching machines. These are the most interesting parts of

the book for they are extremely well documented, many specific issues are raised, and the arguments are developed thoroughly.

The author points out that any effective teaching machine must not only have an ability to carry out the tasks but must be able to discuss their solutions. This type of dialogue or teaching control is considered to be at a higher level and requires machines to have a hierarchical structure. The characteristics of these different levels of control, and the methods by which the teaching machines can optimise performance, by controlling the task difficulty as a function of student uncertainty, are illustrated in detail with a variety of tracking experiments and concept learning tasks. The evidence suggests that students in a free learning situation do not make a good appraisal of their abilities, and do not make such effective decisions as the machine controller. However, a compromise strategy in which the control programmes allow student decisions where they are reasonable, maintained motivation and produced equally good results. This leads to questions of teaching strategies and their relation to different types of student competence. Professor Pask provides some useful insights, both in the methods of his analysis and the conclusions which he draws. From his studies with transformation tasks, he was able to identify competence and preferred to sequence operation, and "wholists" who preferred to consider them in groups. If teaching strategies mismatched these student characteristics, learning was impaired.

Fundamentally, the author is concerned with the representation and organization of knowledge and processes of understanding. For him, understanding is demonstrated when the learner cannot only provide an explanation, but can explain to the teacher how he constructed it. The requirement of "teach back" was included in some of the experimental treatments, and the results underlined its value. Clearly there are many problems in controlling the differing levels of teaching dialogue and detecting understanding, or misunderstandings in such conversations. Professor Pask merely sketches a cybernetic viewpoint of instructional dialogue and leaves its development to a further volume.

There is much of interest in this book, but presenting his ideas to a wider audience has set the author many problems. The overall structure has been well thought out, but the argument is close, even dense in places, and the reader will need to follow up the references carefully. He might also be put off by the price: £7.75 even by present day standards seems somewhat steep.

Some general questions remain. Can the cybernetic viewpoint give enough emphasis to the student's perceptions of problems, and adequately represent the conceptual knowledge schemas which he has developed? Is its language rich enough, or is the more diffuse vocabulary of the psychologist needed for the study of thinking and problem solving? Is the role of cybernetics in these areas solely one of reinterpretation and redefinition? The increasing availability of electronic computers for both teaching applications and research in learning and problem solving provides both a stimulus to and a need for underlying theories. The methods and ideas of Professor Pask should be discussed and understood.

Some of the major figures in the history of modern Europe feature in two surveys recently published in paperback. *The Age of Reason* (80p 014 02 1779 7), in the *Guides to European Literature* series, examines the development of the novel in the nineteenth century. The gradual incorporation of the novel in the growth of the public and the emergence of social conscience.

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Nadzezhda Mandelstam's human dimension to the dehuman account of the ordeal she lived with her husband, the poet Mandelstam, after his denunciation of Stalin. The story of his banishment, his eventual death in 1938 in *Against Hope* (90p 0 14 08 3) is as telling an indictment of Soviet society as anything Solzhenitsyn has written. *Frances S.*

## PAPERBACKS REALISM

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## 25 Books/Education

## COPING WITH HANDICAPS

Seamus Hegarty

*By Vandy Handicapped Child in School* Edited by Hertha Lowenfeld. Constable £2.50. 0 09 459630.

*Stamps: The Education of Stamp Collectors* By W. K. Brennan. Routledge and Kegan Paul £2.50. 0 7100 780 2.

It is refreshing to find a major textbook based firmly on informed good sense. Lowenfeld's volume is an important addition to the literature of special education, in that it contains a great deal of material along the lines of telling us that the "defective" child can be a blind person to locate a label. The abiding communication, however, all the more impressive for being conveyed by many different authors is that blind and partially sighted people are individuals in their own right, who can be pleasant or unpleasant regardless of their vision, whom one can like or dislike just as other people, who may for many not have intense emotions they are entitled to strive for but who must also earn a living and where possible be financially independent. It is not true that all handicapped people resent being patronized or pitied but whether they do or not it is bad for them—and for the rest of us. It prevents them taking up their share in society and it prevents them forming proper human relationships with them.

After a brief history of attitudes to the blind, (chilling to recall that the Greeks could tolerate Homer but not all children with legal disabilities), Lowenfeld discusses the psychological concepts relevant to visual impairment. This is a very useful chapter incorporating a great deal of research results in digestible form. While blind people do not constitute a homogeneous group (the right to dismiss the notion of a "blind personality") it is important to be clear on the specific limitations imposed by visual impairment and the educational needs arising from them.

On one wish for a little more detail on the causes of blindness, particularly in view of the widespread concern over measles in pregnancy. Barrage does return to this question in a later chapter, but the whole discussion is slippy. The precise cause of a person's visual impairment has considerable psychological and educational implications and it is important to be as fully informed as possible on this.

School's chapter on development needs complements the general discussion by outlining development programmes to compensate for deficiencies in the areas of physical and motor skills, emotional and social maturity, etc. This practical orientation is carried further in successive chapters. There is detailed instruction on how to develop the senses other than sight, how to transmit communication skills, how to teach the various academic subjects.

There is much repetition here and one wishes the editing had been more attentive. (Particularly irritating is the monument in almost every chapter that research has shown that hearing and the other senses are no better in blind than in sighted people. This has been known for some time and in no way alters the fact that blind people develop their other senses to a higher degree.) Similarly, mentions the study carried out in 1967 which showed that blind people can develop their kinaesthetic sense to a point where they can detect an incline of only one degree—something which sighted people cannot do using their eyes.) The

practical guidelines are helpful, however, apart from the occasional trivia, and will be a lasting source of ideas for anybody involved in instructing the visually handicapped.

Baumann's contribution on assessment is one of the best in the book. The whole gamut of tests from learning ability tests to personality measures is gone through and the relevance of each to handicapped children is indicated. To a psychologist not accustomed to working with visually handicapped people this must be extremely useful but what makes the chapter particularly valuable is its clear view of what the normal test can achieve.

On its own it can be useless or worse. Psychological testing is done in a context and for a purpose. These will dictate the tests to be used, the way in which they are administered, and most important of all how they are to be interpreted. American attitudes to assessment and grading are different from ours but a great many people—not necessarily connected with the visually handicapped—could benefit from assimilating Baumann's notions. There is still a great deal of prejudice about tests, on the one hand arrogating to them an efficacy they will never have and on the other rejecting them entirely for their crudeness.

Unfortunately, it is the case that many people who are visually handicapped are handicapped in other ways as well. Apart from a single chapter on multihandicapped children this fact is rather overlooked and the scope of the book is lessened in consequence. Some other work, such as Brennan's study of deaf blindness, is needed to complement it. Brennan offers a thorough account of the nature of deaf blindness from an educational viewpoint and this is characteristically of the book as a whole—clear, but lacking reference to the relevant literature. There is excellent discussion of curriculum developments and the transition from school to the adult world.

1911 poems like Edwin Morgan's "The Computer's First Christmas Card" (in which the machine eventually succeeds in writing "Merry Christmas to you", Charles Cardley's "Belmont 1981" (another parody), and several excellent poems by the delightful Ogden Nash. She retains the university orientation because she feels that "the teaching of English literature, history, and science is not a luxury, but a necessity, and it is the duty of the university to provide it." This is a fine thing in the book and rather than knock the lapses, let me make a couple of suggestions for the inevitable fifteenth edition. Why not put in some comic poems like Cavendish's "Jolly Hunter" and T. B. S. Halliday's "Cancer's a Funny Thing"? And when there are linguistic difficulties for the modern reader, as for example with the sixteenth century Scots of "The Bewties of the Fair-Ball" modernise it thus:

Strained muscles, broken bones, Strained compass, broken bones, Old at thirty, then the dote, These are the beauties of football.

What Janet Adam Smith has done in her revision is to include post-

and community ownership of public housing. The case is pursued with a very heavy loading of quotations, statistics and case studies from England and elsewhere. The tone is propagandist and the study will not sit easily with the more solid (but possibly less effective) academic studies of housing supply and management which seem to appear with increasing frequency. What Ward does is to provide the appropriate social reformer (and we might hope that some of these are securely located in local and central government housing departments) with information and arguments to be

## DOTTY DITTIES ALL

Alan Bold

*The Faber Book of Comic Verse* Edited by Michael Roberts with a supplement chosen by Janet Adam Smith. Faber £2.50. 0 571 01833 1.

It is the proof of the book is in its conception that Michael Roberts's anthology of comic verse can hardly be faulted. Thirteen impressions were printed between 1942 and 1968, and now comes a new edition revised by Janet Adam Smith. Roberts put his anthology together in 1941 when the Germans were advancing on Moscow. Even in such dark times he wanted a book that would contain "a measure, parody of comic satire." Yet because of the dark days the book avoided satire and concentrated on wryness. Its tone is best summed up in this stanza from an anonymous poem: "It All the World were as I were had been no projects, no leaders shall turn players all, what should we do for songs? It is clear too, from the selection, that the anthology was not addressed

to the general poetry-reading public but to the university-trained, determinedly undernourished poetry-reading public. For Empson was there with his "Just a Snitch at Auden" a poem about poetry, and not only was Eliot, disguised as Old Possum, present but he was parodied too, in Henry Reed's "Chard Witlow". As for the limericks, they were not so much naughty as knotty. Limericks on materialism, idealism, relativism, Mendelian theory, mind and matter, ultimate reality, and this one on determinism:

"There was a young man who said, 'It appears to me now that I am just a being that moves in predestinate grooves, Not a taxi or bus, but a tram.' Not exactly the sort of thing to bring cheer to the troops, but then Roberts's thinking was very university-orientated—which accounts for the inclusion of "Balliol Rhymes" and "A Limerick Funeral". It is a humour of the Quind: tasteful, intellectual, wry. What Janet Adam Smith has done in her revision is to include post-

and community ownership of public housing. The case is pursued with a very heavy loading of quotations, statistics and case studies from England and elsewhere. The tone is propagandist and the study will not sit easily with the more solid (but possibly less effective) academic studies of housing supply and management which seem to appear with increasing frequency. What Ward does is to provide the appropriate social reformer (and we might hope that some of these are securely located in local and central government housing departments) with information and arguments to be

## A NEW DIMENSION IN SOUND CASSETTES

Neither book nor record, the first six **Times Cassettes** launched this month are the pioneers of a new medium of entertainment and instruction.

**Times cassettes** bring the spoken word to life with movement, atmosphere, music and all the dramatic resources of modern stereophonic sound production. The programmes draw on the style and expertise of five great publications of international renown—*The Times*, *The Sunday Times*, *The Times Educational Supplement*, *The Times Higher Education Supplement* and *The Times Literary Supplement*.

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Here are the first **Times Cassettes</**































**MIDDLE**  
**Deputy Headships**  
 continued

**SUFFOLK**  
 COUNTY COUNCIL  
 EDUCATION COMMITTEE  
 100, THE GARDENS, IPSWICH, SUFFOLK IP1 1AA

Headships of Middle Schools are available for September 1976. The successful candidate will be responsible for the day-to-day running of the school, and will be expected to work in close co-operation with the Headmaster. The successful candidate will be expected to have a minimum of 10 years' experience in the post, and to be a member of the National Association of Secondary Headteachers (NASHT).

For further details and application forms, please apply to the County Education Officer, County Hall, Ipswich, Suffolk IP1 1AA.

**COUNTY OF NORTH YORKSHIRE**  
**SETTLE**  
**SETTLE MIDDLE SCHOOL**  
 (GROUP 5)

Applications are invited for the post of

# HEAD

of this co-educational 11-18 Middle School, which is due to open in new premises in September 1976, and which will serve the town of Settle and the surrounding rural areas. Secondary education in the Settle area is at present organised along comprehensive lines with transfer from primary school at the age of 11, but on the opening of this new middle school the Settle High School will become a 11-18 school and children will leave existing primary schools at the age of ten instead of eleven. It is anticipated that the number on roll at the Middle School will rise to about 130 by September 1977.

The successful applicant will be expected to take up his/her appointment at the beginning of the Summer Term 1976 in readiness for the opening of the school in the Autumn but before this it is hoped that he/she will be able to play an active part in planning and the appointment of staff.

Further details and application form (returnable by 30 June) from the County Education Officer, County Hall, Northallerton DL7 8AE.

**Somerset**

Applications are invited from suitably qualified and experienced teachers for the following posts unless otherwise stated duties to commence September 1975. Application forms and details (S.A.E.) from the Heads at the schools.

Closing date 30th June unless marked. Please quote reference DIS/206.

**Secondary**  
**Haygrove Comprehensive, Bridgwater**  
 (11-16 mixed, 1,136) (Tel. 55531)  
 Formed in 1973 by the amalgamation of two Grammar and one modern schools.  
 For September 1975 or January 1976, teacher for **REMEDIAL DEPARTMENT, Scale 1**. Children are extracted in small groups for extra help in Mathematics and English.

**King Alfred Comprehensive, Burnham-on-Sea**  
 (8/9 F.E. 11-18 mixed, 1,160)  
**PHYSICS** specialist, graduate preferred. Applications by letter.

**Ladymead Secondary, Taunton**  
 (5 F.E. 680 mixed, 11-18)  
 Plans for reorganisation as 11-16 comprehensive are being considered. Assistant for **BOYS' CRAFT**. The school has four well equipped purpose built rooms and within the wide variety of work done up to G.C.E. there is scope for developing personal interests.

Applications by letter as soon as possible.

**Whitstone Comprehensive School, Shepton Mallet**  
 (11-16, 700 mixed)  
 For September 1975, a temporary assistant teacher for **MATHEMATICS, Scale 1**, for the Autumn Term. Apply by letter to the Head, giving the names of two referees. (Tel. Shepton Mallet 2056)

**Primary Headships**  
**Charlton Horethorne V.A. Primary, Nr. Sherborne, Dorset (Group 2)**  
 For January 1976. **HEAD**.  
 Application forms and details (S.A.E.) from

**SUFFOLK**  
 COUNTY COUNCIL  
 EDUCATION COMMITTEE  
 100, THE GARDENS, IPSWICH, SUFFOLK IP1 1AA

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**Suffolk**  
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 Education Committee  
 100, The Gardens, Ipswich, Suffolk IP1 1AA

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For further details and application forms, please apply to the County Education Officer, County Hall, Ipswich, Suffolk IP1 1AA.

**Derbyshire**  
**headship**

**Darwin Secondary School, Derby**

Applications are invited from suitably qualified teachers for the headship of this junior high school for children of all abilities aged 11-14 years. The school is situated on the north-eastern outskirts of Derby. At present there are 478 pupils on roll.

**Group 7 (1974 Report).**

Application forms and particulars (S.A.E. form ap. please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 9BG. Closing date 27th June 1975.

**NORFOLK**  
**COUNTY COUNCIL**  
**Education Department**

Required for January, 1975.

# HEAD

for  
**PASTON GRAMMAR SCHOOL, NORTH WALSHAM**  
 (Group B: Roll 403)

At present this is a selective boys' Grammar School. A consultative document has been prepared showing the long-term future policy for Education in Norfolk. Details of these proposals, which are unlikely to affect the Paston School within the next five years, and application forms may be obtained by sending a stamped, addressed footcap envelope to the County Education Officer, County Hall, Marling Lane, Norwich NR1 2DL, to whom completed forms should be returned by 18th July, 1975.

Removal expenses are paid in accordance with the Authorities' scheme.

**Redbridge secondary**  
**Headship**

**Nightingale High School (Group 10)**  
 Elmcroft Avenue, Wanstead, E.11.

Nightingale Secondary School, currently a 4 F.E. mixed Secondary Modern, is being substantially extended, and is scheduled to be reorganised as a 6 F.E. 11-18 mixed Comprehensive in September, 1976. The school occupies modern buildings on one site in a pleasant residential area.

Applications are invited for the Headship, at salary appropriate to the reorganisation of the school (Group 10). It is hoped that the successful applicant will be able to take up duty on 1st January, 1976, and thus take charge of the Secondary Modern school up to the time of reorganisation.

Assistance with housing, removal and resettlement expenses in approved cases. Further details and application forms available from and returnable to John Fordham, Chief Educational Officer, P.O. Box No. 11, 255-259 High Road, Ilford, Essex IG1 1NN by 11th July, 1975.

**COUNTY OF NORTH YORKSHIRE**  
**PATELEY BRIDGE**  
**UPPER NIDDERDALE**  
**HIGH SCHOOL**  
 (GROUP 6)

Applications are invited for the post of

# HEAD

of this rural co-educational secondary school which was reorganised as an 11-16 comprehensive school in September, 1973. The number on roll, which at present is about 250, and is expected to rise to between 300-350 over the next few years, is drawn from Pateley Bridge and the surrounding rural area of Upper Nidderdale. The successful applicant will be expected to take up his/her appointment at the beginning of the Spring Term, 1976.

Further details and application form (returnable by June 30) from the County Education Officer, County Hall, Northallerton DL7 8AE.

**Middle**  
 continued

**Other than by Subject Classification**

**Other Posts on Scale 2 and above**

**SUFFOLK**  
 COUNTY COUNCIL  
 EDUCATION COMMITTEE  
 100, THE GARDENS, IPSWICH, SUFFOLK IP1 1AA

Headships of Middle Schools are available for September 1976. The successful candidate will be responsible for the day-to-day running of the school, and will be expected to work in close co-operation with the Headmaster. The successful candidate will be expected to have a minimum of 10 years' experience in the post, and to be a member of the National Association of Secondary Headteachers (NASHT).

For further details and application forms, please apply to the County Education Officer, County Hall, Ipswich, Suffolk IP1 1AA.

**Suffolk**  
 County Council  
 Education Committee  
 100, The Gardens, Ipswich, Suffolk IP1 1AA

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**ISLE OF WIGHT**  
**COUNTY COUNCIL**

Applications are invited from well qualified and experienced teachers for the post of

# HEADTEACHER

of a  
**New Comprehensive**  
**High School at Newport**  
 (Group 11 initially but 12 ultimately)

The first phase of the school, for 250-300 students, is due for completion in September 1976. Subsequent phases will take the school up to its ultimate size of 1,190 including provision for a sixth form of up to 200. The age range of the school will be 13 to 18. It is hoped that the person appointed will be able to take up duties on 1st January 1976, in advance of completion of the first phase of building.

Removal and resettlement scheme up to maximum of £500.

Further details, together with forms of application, may be obtained from the County Education Officer, to whom they should be returned by 7th July 1975 at the Education Department, County Hall, Newport, Isle of Wight, PO30 1UD.

**Redbridge secondary**  
**Headship**

**Wanstead High School (Group 12)**  
 Redbridge Lane West, Wanstead, E.11.

Applications are invited for the Headship of this well-established 8 F.E. 11-18 mixed Comprehensive School (formerly a Grammar School), which provides a wide range of courses, and has a Sixth Form of approximately 240. It is hoped that the successful applicant will be able to commence duty on 1st January, 1976.

The school is accommodated in modern buildings on one site in an attractive residential area. It possesses excellent facilities, including very substantial new extensions. These include a School/Community Sports Hall, Resources Centre and Theatre and Drama Studio, Music Suite, extensive laboratories and practical rooms.

Assistance with housing, removal and resettlement expenses in approved cases. Headmaster's house available if required.

Further details and application forms available from and returnable to John Fordham, Chief Educational Officer, P.O. Box No. 11, 255-259 High Road, Ilford, Essex IG1 1NN by 11th July, 1975.

**EDUCATION COMMITTEE**

Applications from suitably qualified and experienced candidates are invited for the post of:

# HEAD TEACHER

at  
**ROKEBY SCHOOL**  
 (7 Form Entry Boys 11-18 years)  
 Burnham Group 11

The school was recognised as a Comprehensive unit in September, 1972, but had a well established sixth form before that date. It offers a variety of courses to C.S.E., 'O' and 'A' level. It occupies modern buildings with excellent facilities.

The vacancy is to be filled from September, 1975.

**BURNHAM SCALE**  
 Plus LONDON ALLOWANCE £351  
 Plus SOCIAL PRIORITY ALLOWANCE £201

Application forms and further details are obtainable from the undersigned and should be returned (quoting TES), by 28th June, 1975.

Previous applicants please note that there is no need to re-apply, since all applications received so far are to be considered.

J. S. WILKIE, M.A., Ph.D.  
 Director of Education  
 Education Office, Broadway, Stratford, E15 4BH



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laboratory and facilities for a visual method are available for use in each of the department learning rooms. At present, languages are taught throughout the school to pupils in small groups. Application forms are to be sent to the Chief Education Officer, Royal Station, London Road, Liphigam, Huddersfield, W.Y. 10, and should be accompanied by a photograph of the child, and should be sent as soon as possible.

\*Primary and Secondary Education, L. Harris, 1973.















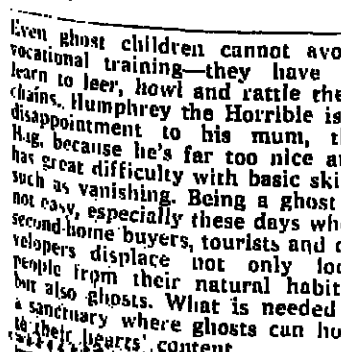
(TEACHERS WORLD)

Name \_\_\_\_\_

Address \_\_\_\_\_

Reg. Office : New Printing House Square,  
Gray's Inn Road, London WC1. Regd. No-894646, England.

## Kestrel Books



Finding a suitable place becomes the task of Rick, an earnest human schoolboy. His search becomes a campaign in the corridors of political power; cynical promises are made, the wrath of exorcists unleashed and the ghosts almost encountered. But this is a children's book, so all is well at last. It's very funny book, written with refreshingly little respect for the usual niceties, a Rocky Horror Show without the sex, a zestful frolic through everything that is horrid and nasty. Whether you eventually tire of gagging and bloody wounds and the Horstena's head rolling around on the ground depends on the stamper of your humor.

The whole business of marketing has taken great strides since the Second World War and present developments referred to in the book include mail order and direct selling methods, as well as supermarkets and automats. Mention is also made of the increase in shop ownership by immigrants catering for their own ethnic groups, and the recent formation of associations to give protection and advice to shopkeepers.

























**Qualified teachers are invited to apply for the following posts in the service of the Authority. Appointments in voluntary aided schools appear elsewhere. Application forms and further particulars are available from the Headmaster. Households of the school cannot accept unless otherwise stated.**

**Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential. Payment covers the cost of removal of household effects, insurance in transit and fare, for the teacher and family up to a normal maximum of £75. Payments in excess of this amount may be considered in exceptional circumstances.**

**Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition a separation allowance may be paid if a dependent family has to be left in the home house pending acquisition of new accommodation in London. Details available at interview.**

**Inner London (£31 p.w.) and Threshold (£29.68 p.w.) allowance payable in addition to the Teachers Salary.**

**The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters AT are shown. The closing date for receipt of application forms unless otherwise stated is: JULY 4.**

## SECONDARY SCHOOLS

### Deputy Headships

**UNITED KINGSLEY SCHOOL, N.W.11.**  
Deputy Headmaster. Required September 1975. The school is a voluntary aided school. Details available at interview.

### ART

**Posts of Responsibility**  
**ST THOMAS THE APOSTLE, S.W.11.**  
Head of Art. Required September 1975. The school is a voluntary aided school. Details available at interview.

### Scale 1 Posts

**ST THOMAS THE APOSTLE, S.W.11.**  
Head of Art. Required September 1975. The school is a voluntary aided school. Details available at interview.

### Head of Department

**ST THOMAS THE APOSTLE, S.W.11.**  
Head of Art. Required September 1975. The school is a voluntary aided school. Details available at interview.

### Scale 1 Posts

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Head of Art. Required September 1975. The school is a voluntary aided school. Details available at interview.

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Head of Art. Required September 1975. The school is a voluntary aided school. Details available at interview.

## COME AND TEACH IN INNER LONDON: LONG-ESTABLISHED TEACHER CONSULTATION

### Geography

**Scale 1 Posts**  
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Deputy Headmaster. Required September 1975. The school is a voluntary aided school. Details available at interview.

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**GRADUATE**  
Department of  
Education, University of British  
Columbia, 1981-82  
Director, Literacy, Child  
Development, and Family  
Studies, 1979-81  
Director, B.C. Home of the  
Deaf, 1976-79  
1975-76, 1978-79, to develop  
and coordinate a program  
designed to help deaf students  
achieve their potential in  
mainstream education. This  
program has been successful  
in that deaf students are  
now enrolling with hearing  
students in all levels of  
education from kindergarten  
to university. This work  
has been done in cooperation  
with the B.C. Ministry of  
Education and the B.C.  
Council of the Deaf.

**GRADUATE**  
LORD COMMISSIONER  
OF THE TREASURY  
1979-80  
1978-79, 1976-78, 1975-76  
1974-75, 1973-74, 1972-73, 1971-72  
1970-71, 1969-70, 1968-69, 1967-68  
1966-67, 1965-66, 1964-65, 1963-64  
1962-63, 1961-62, 1960-61, 1959-60  
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1610-11, 1609-10, 1608-09, 1607-08  
1606-07, 1605-06, 1604-05, 1603-04  
1602-03, 1601-02, 1600-01, 1599-00  
1598-99, 1597-98, 1596-97, 1595-96  
1594-95, 1593-94, 1592-93, 1591-92  
1590-91, 1589-90, 1588-89, 1587-88  
1586-87, 1585-86, 1584-85, 1583-84  
1582-83, 1581-82, 1580-81, 1579-80  
1578-79, 1577-78, 1576-77, 1575-76  
1574-75, 1573-74, 1572-73, 1571-72  
1570-71, 1569-70, 1568-69, 1567-68  
1566-67, 1565-66, 1564-65, 1563-64  
1562-63, 1561-62, 1560-61, 1559-60  
1558-59, 1557-58, 1556-57, 1555-56  
1554-55, 1553-54, 1552-53, 1551-52  
1550-51, 15

Apply by letter giving full details (age, qualifications, experience), with names and addresses of two educational referees to the Head Teacher of the School concerned, unless otherwise stated.

required for Autumn Term, Assistant Teachers for:

**ALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL,**  
Aludon Road (1,580 on roll)  
PHYSICAL EDUCATION—excellent specialist facilities including heated indoor swimming pool, interest in soccer, Rugby and basket ball (2 posts).  
TECHNICAL DRAWING—and/or Wood and Metalwork.

**BOUNDON COURT MIXED COMPREHENSIVE SCHOOL,**  
Nutbrook Road (1,820 on roll, 160 in 6th form, and annexes for 1st year pupils)  
GERMAN or GERMAN/FRENCH.

**BRNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE,**  
Brnesford Grange Way (870 on roll)  
MATHEMATICS. Interest in S.M.P.

**INHAM PARK MIXED COMPREHENSIVE SCHOOL,**  
Inham Lane (September, 1976, number on roll 1,400)  
10th form entry school, with the first lower Sixth of approximately 100 in September, 1976.  
RELIGIOUS EDUCATION. Interest in the 'new' RELIGIOUS EDUCATION. Working with a broad based syllabus relevant to the multi-belief system. C.S.E. and G.C.E. ENGLISH.

**GIRLS' PHYSICAL EDUCATION, Scale 2 available.**

**OXFORD MIXED COMPREHENSIVE SCHOOL (Social Priority School)**  
Orange Road (1,900 on roll)  
RELIGIOUS EDUCATION (Scale 2 post for suitably experienced candidate) to develop Religious Education teachers in strong Humanities Department.  
BOYS' CRAFT (mainly Woodwork, but ability to teach other areas an advantage). All pupils take all crafts for first three years. Ten specialist rooms plus very large heated project area.  
GENERAL SCIENCE and PHYSICS or BIOLOGY.

**LYNE HALL GIRLS' COMPREHENSIVE SCHOOL,**  
Blackberry Lane (1,600 on roll)  
RELIGIOUS KNOWLEDGE.

**WINDYBURY STRINGER SCHOOL AND COMMUNITY COLLEGE**  
(Social Priority School)  
222 Street (1,780 on roll)  
FRENCH throughout school. Some German an advantage. Scale 2 for suitable applicant. Application form and further details from the school.

**STOKE PARK MIXED COMPREHENSIVE SCHOOL,**  
Dane Road (580 on roll)  
Stoke Park at present selective three form entry girls' grammar school which in September will take its first sixth form co-educational non-selective entry at first year level. Enrolled Autumn term or January, 1976.  
ENGLISH throughout school to 'A' level.

**TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL,**  
Nutbrook Avenue (1,410 on roll)  
1. CHEMISTRY.  
2. PHYSICAL EDUCATION.  
3. MUSIC.

**WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL,**  
Abbey Road (1,590 on roll)  
ART.

**THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL**  
Broad Lane (1,580 on roll)  
School for this genuinely untrained and well structured required:

1. MATHEMATICS to 'O' level.
2. GEOGRAPHY with a subsidiary subject.

**WOODWAY PARK MIXED COMPREHENSIVE SCHOOL,**  
Woodway Lane (1,180 on roll) (Social Priority Allowance)

1. RELIGIOUS EDUCATION—wide approach on lines of Lancaster Schools Council Project. 'A' level work available.
2. MUSIC to 'A' level. Examination work available.
3. PHYSICAL EDUCATION, Male (Female Post combines teaching with Community (P.E.) on occasional evenings and weekends). Further details on receipt of stamped addressed envelope.  
(College leavers are encouraged to apply for all posts.)

**CITY OF COVENTRY BOARDING SCHOOL,**  
Cleobury Mortimer, near Kidderminster (180 boys 11-18)  
Resident single master required to teach ENGLISH to 'O' and 'A' level. Board and lodgings (plus £128 under review) is given in return for residential duties. Further details available from Headmaster.

**BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL,**  
Leasowes Avenue (1,580 on roll)  
Masters or Mistresses for:

1. PHYSICS to C.S.E. and 'O' level with GENERAL

2. BIOLOGY to 'O' and 'A' level.
3. GENERAL SCIENCE—years 1 to 3.
4. GEOGRAPHY—share of sixth form work available for candidates with knowledge of new 'A' level syllabus requirements.
5. GENERAL SUBJECTS—work with slow learning pupils in 3rd, 4th and 6th years for approximately half a timetable—please state any specialist subject offered.
6. GEOGRAPHY—to 'O' level/C.S.E. Knowledge of modern methods preferred.
7. FRENCH—throughout the school—share of sixth form work available for suitably qualified candidate.  
Scale 2 posts available for suitably experienced candidates.

**BLUE COAT C.E. MIXED COMPREHENSIVE SCHOOL**  
Ferry Road (800 on roll)

1. PHYSICAL EDUCATION—Girls'.
2. PHYSICAL EDUCATION—Boys'—interest in Rugby football essential. (College leavers encouraged to apply.)

**CARDINAL NEWMAN R.C. MIXED COMPREHENSIVE SCHOOL,**  
Sandpits Lane (1,350 on roll)

1. Two posts TECHNICAL SUBJECTS/NEWSOME/ART.  
Scale 2 post available.
2. RELIGIOUS EDUCATION.
3. HISTORY including examination work, Scale 2 available.
4. FRENCH mainly, but some Spanish desirable.
5. GEOGRAPHY, Mode 3 C.S.E., 'O' and 'A' level work available
6. MATHEMATICS and GENERAL SCIENCE. Ability to work in both Departments desirable. In all cases, willingness to help with Music would be appreciated.

**CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL (Social Priority School)**  
Potters Green Road (1,070 on roll)

1. MATHEMATICS.
2. CRAFT.
3. Second in GEOGRAPHY department, Scale 2 for teacher with suitable experience and interest in modern developments.

**CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL (Social Priority School)**  
Potters Green Road (1,150 on roll)

1. MATHEMATICS.

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# METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE

## SECONDARY SCHOOLS

Applications are invited from

Experienced teachers and students seeking a first teaching appointment, particularly for Mathematics, Science, English, German, French, R.E., Remedial, General Subjects, Music and Metalwork/Woodwork.

A Teachers Centre offers good facilities for social activities and in-service training. Application forms from Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to him as soon as possible.

# WALSALL METROPOLITAN BOROUGH Education Committee Secondary School Teaching Posts September 1975

Applications are invited from students in their last year of training for appointments in the following subjects:

English  
Maths  
French  
German  
Technical Studies  
Commerce  
Needlework  
Home Economics  
Science  
Biology  
Music

Please contact the Director of Education, Staffing Section, Education Offices, Rookery Lane, Aldridge WS9 8PL (Tel. Aldridge 53355 Ext. 298).

# Mid Cheshire Education Committee

## DIRECTOR OF SCHOOLS

### COMPUTER CENTRE

Applications are invited from graduates or qualified teachers for the post of Director of the Mid Cheshire Schools' Computer Centre based at the County Comprehensive School, Teaching experience in Computer Science or an allied subject an advantage. Computing experience at a responsible level essential. Facilities at the Centre include an IBM 1130 Computer, Senior Teacher Salary: £3,600 + £159 (4) x £183 (4) - £4,977 p.a. Industrial experience, where approved, will count for incremental purposes.

Application forms, to be returned by July 2, 1975, obtainable on receipt of a stamped, addressed foolscap envelope, from the District Education Officer, District Education Office, Crawshaw Street, Ton Pentre, Rhondda.

J. L. BRACE, Director of Education.

# SURREY COUNTY COUNCIL

- \* BRIDGE AREA LONDON ALLOWANCE £141 PER ANNUM THROUGHOUT THE COUNTY
- \* GENEROUS RELOCATION EXPENSES AND ASSISTANCE WITH HOUSE PURCHASE IN APPROVED CASES
- \* SOME DISTRICT COUNCILS MAY BE ABLE TO PROVIDE HOUSING ACCOMMODATION FOR TEACHERS

## POSTS OF RESPONSIBILITY

### COMPREHENSIVE

**CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,354)**

HEAD OF GEOGRAPHY, Scale 3, leaving School Studies Department. Course to 'A' level and beyond. Well established Sixth Form.

HEAD OF PHYSICS, Scale 3, within strong Science Department. Work to O level level available.

HISTORY/GEOMETRY, PHYSICS or CHEMISTRY or BIOLOGY. Scale 3 available. Scale posts available for suitable applicants. Telephone: Camberley 54048.

**CHERTSEY, SALESIAN SCHOOL (Senior Catholic Comprehensive) (Mixed 870)**

MATHEMATICS Master/Mistress to teach all ability range to CSE/ 'O' level in MODERN MATHEMATICS. Interest in individual learning systems an advantage. Scale post according to qualifications and experience.

REMEDIAL EDUCATION Master/Mistress to teach throughout the school, ability to offer an additional subject an advantage. Scale post according to qualifications and experience.

SECOND MATHS/MISTRESS required in January, 1976. Applicant should be Roman Catholic. The successful applicant, who will be Director of Studies, will be largely responsible for the academic side of the school and for curriculum development. He or she should be able to help with the development of the school's administrative and have had experience of modern curriculum development. Telephone: Chertsey 54521.

**CHERTSEY, THE MEADS COUNTY SECONDARY (Mixed 820)**

HUMANITIES, Master/Mistress to teach mainly GEOGRAPHY throughout the school. Experienced teacher required but first appointment considered. Telephone: Chertsey 54072.

**FRIMLEY, TOMLINSON COUNTY SECONDARY (Mixed 1,000 rising to 1,500)**

HEAD OF ENGLISH, Graduate Master/Mistress. The school has a strong and lively department and runs its own Book Shop. Scale 4.

ENGLISH Master/Mistress to be third in Department, Scale 2 post for suitable applicant.

MODERN and INTEGRATED SCIENTIFIC STUDIES, Master/Mistress to be responsible for pupils of average and below average ability. Scale 3 available for suitably qualified candidates.

NEEDLEWORK, Mistress to help initiate 'A' level work. Scale 2 for suitably qualified candidate.

CAREERS GUIDANCE, Master/Mistress to be in charge of this subject and eventually to coordinate a team. Initially Scale 2. State teaching subject offered.

REMEDIAL Master/Mistress to act as second in Department. Scale 3 for suitably qualified candidates. Telephone: Camberley 54048.

**WOKING, HORSELL COUNTY SECONDARY (Mixed 850)**

HEAD OF COMMERCIAL TO teach COMMERCIAL, TYPIING, ECONOMICS and STATISTICS to 'O' level. Scale 3 or 4.

HEAD OF MUSIC, Scale 3, Music to 'O' level throughout the school with responsibility for music and music groups. Telephone: Woking 70437.

**WOKING, ST. JOHN THE BAPTIST R.C. SECONDARY (Mixed 461)**

HISTORY, Master/Mistress to co-ordinate the work of the Department. Scale 2. Ability to teach to 'A' level is essential as well as all ranges of ability. Telephone: Woking 67442.

**WOKING, SHEERWATER COUNTY SECONDARY (893)**

HEAD OF WOODWORK, Scale 2.

HEAD OF NEEDLEWORK, Scale 2, to 'O' level and CSE, Scale 3 available. Two well-equipped rooms.

METALWORK with some TECHNICAL DRAWING, Master, Scale 3 available. Telephone: Woking 70437.

**GRAMMAR**

**CHERTSEY, SIR WILLIAM PERKINS'S SCHOOL FOR GIRLS (419)**

GEOGRAPHY, Well qualified and experienced graduate Master/Mistress to take charge of Department and share in teaching. Subject to 'O' level, 'A' level, and 'A' level. Scale 3. Telephone: Chertsey 52151.

**WOKING COUNTY SCHOOL FOR GIRLS (720)**

PHYSICS Mistress to teach throughout the school to 'A' and 'A' levels.

PHYSICAL SCIENCE, Master to 'A' level. Scale 3 for suitable candidate. Telephone: Woking 67442.

**SCALE 1 POSTS**

**COMPREHENSIVE**

**ADDLESTONE, ST. PAUL'S COUNTY SECONDARY (Mixed 890)**

FRENCH with GERMAN, Master/Mistress to join a strong Department. Establishing examination centres. Language laboratory available.

RELIGIOUS EDUCATION, Master/Mistress to join a strong Department. Ability to offer some MUSIC or LIGHT CRAFT or do some REMEDIAL TEACHING an advantage.

MATHEMATICS, Master/Mistress wishing to join a supporting team. Interest in SMP an advantage. Ability to offer some PHYSICS/CHEMISTRY/MUSIC welcomed. Telephone: Addlestone 23716.

**GODALMING, BROADWATER COUNTY SECONDARY (English, Master/Mistress)**

ENGLISH, Master/Mistress to teach to 'O' level. Scale 3 or 4.

TECHNICAL STUDIES, Master, good all round teacher of the subject required. Mainly urban area. Has a roll of 1,000 boys and girls from 11 to 16 years of age and is Secondary Modern Comprehensive. First appointment considered. Telephone: Godalming 22156.

**HINCHLEY WOOD COUNTY SECONDARY (Mixed 1,000 with 150 in Sixth Form)**

ENGLISH, Master/Mistress to teach to 'O' level. Scale 3 or 4.

MATHEMATICS, Master/Mistress to teach to 'O' level. Scale 3 or 4.

WOODWORK, Master/Mistress to teach to 'O' level. Scale 3 or 4.

NEEDLEWORK, Master/Mistress to teach to 'O' level. Scale 3 or 4.

PHYSICS, Master/Mistress to teach to 'O' level. Scale 3 or 4.

**HORLEY, COURT LODGE COUNTY SECONDARY**

MATHEMATICS, Master/Mistress, Ability to teach to 'A' level an advantage. Telephone: Horley 2018.

**NEW HAV, FULLBROOK COUNTY SECONDARY (Mixed 709)**

ECONOMICS, Master/Mistress to teach to 'A' level. Some assistance with another subject will be required but most of the timetable will be with the Sixth Form.

TECHNICAL STUDIES, Teacher required to teach throughout the school. Mainly urban area. Has a roll of 1,000 boys and girls from 11 to 16 years of age and is Secondary Modern Comprehensive. First appointment considered. Telephone: Horley 2018.

**NEW HAV, FULLBROOK COUNTY SECONDARY (Mixed 709)**

ECONOMICS, Master/Mistress to teach to 'A' level. Some assistance with another subject will be required but most of the timetable will be with the Sixth Form.

TECHNICAL STUDIES, Teacher required to teach throughout the school. Mainly urban area. Has a roll of 1,000 boys and girls from 11 to 16 years of age and is Secondary Modern Comprehensive. First appointment considered. Telephone: Horley 2018.

**NEEDLEWORK, Master/Mistress to teach to 'O' level. Scale 3 or 4.**

PHYSICS, Master/Mistress to teach to 'O' level. Scale 3 or 4.

PHYSICAL SCIENCE, Master to 'A' level. Scale 3 for suitable candidate. Telephone: Woking 67442.

## SECONDARY Technical Studies continued

**BUCKINGHAMSHIRE**

**BUCKINGHAMSHIRE**

**BUCKINGHAMSHIRE**

**BUCKINGHAMSHIRE**

**BUCKINGHAMSHIRE**

## CAMBRIDGESHIRE

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## CHESHIRE

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## CONVULSIONS

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**CONVULSIONS**

# Cheshire

Unless otherwise stated, application forms are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses given in approved cases.

## SENIOR MASTERS/MISTRESSES

**SECOND MATHS/MISTRESS**

**Ludford County Secondary School**

**Ludford County Secondary School**

**Ludford County Secondary School**

**Ludford County Secondary School**

**Ludford County Secondary School**

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**Ludford County Secondary School**



**SECONDARY**  
Technical Studies continued

**KENT**  
**EDUCATION COMMITTEE**  
**DAVEPORT DIVISION**  
**WEST SECONDARY SCHOOLS**  
Dartford Road, Dartford.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Dartford School, Dartford, Kent, by 1st July 1975.

**NEWHAM**  
London Borough of Newham.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Newham School, Newham, London, by 1st July 1975.

**MERTON**  
London Borough of Merton.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Merton School, Merton, London, by 1st July 1975.

**ROYAL DIVISION**  
**WIMBORNE SCHOOLS**  
Wimborne Road, Wimborne.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Wimborne School, Wimborne, Dorset, by 1st July 1975.

# City of Manchester

## EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from September 1975, and application forms, together with further particulars, are available from the Head of the school to whom they should be returned by 30th June or as soon as possible. All these posts are post-hoc.

**SCALE 3**  
**TUTOR-IN-CHARGE OF TUTORIAL UNIT**  
SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE.  
The Education Committee has agreed to expand its Tutorial Class System, and one experienced teacher is required to take charge of a small group of 6 to 8 children, in one of the City's six City Guidance Centres.  
The person appointed will be responsible to the Area Psychologist for the day-to-day running of the Tutorial Unit and will be a member of the City Guidance Committee. The person appointed will also be responsible for the day-to-day running of the Tutorial Unit and will be a member of the City Guidance Committee. The person appointed will also be responsible for the day-to-day running of the Tutorial Unit and will be a member of the City Guidance Committee.

**SCALE 2/3**  
**ST PETER AND PAUL SECONDARY SCHOOL**  
Hollin Road, Bolton.  
Teacher for Music throughout the school. The Music Department works on a full-time basis. A Scale 2 or 3 post will be available for a suitably qualified and experienced candidate.

**SCALE 1**  
**YEW TREE HIGH SCHOOL**  
Wythenshawe, Manchester M23 0DD.  
Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

**SCALE 2**  
**YEW TREE HIGH SCHOOL**  
Wythenshawe, Manchester M23 0DD.  
Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

**SCALE 1**  
**ST. PETER'S GRAMMAR SCHOOL**  
Bury Old Road, Bury.  
The Governors invite applications from a suitably qualified teacher to teach ENGLISH (Scale 2 post) in the school. The person appointed will be responsible for the day-to-day running of the English Department and will be a member of the School Committee.

**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**REMBRIDGE**  
London Borough of Rembridge.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Rembridge School, Rembridge, London, by 1st July 1975.

**SANDWELL**  
London Borough of Sandwell.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Sandwell School, Sandwell, London, by 1st July 1975.

**WEST SUSSEX**  
West Sussex County Council.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, West Sussex School, West Sussex, by 1st July 1975.

# City of Manchester

## EDUCATION COMMITTEE

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**SCALE 2/3**  
**ST PETER AND PAUL SECONDARY SCHOOL**  
Hollin Road, Bolton.  
Teacher for Music throughout the school. The Music Department works on a full-time basis. A Scale 2 or 3 post will be available for a suitably qualified and experienced candidate.

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Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

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**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**RENFREWSHIRE**  
Renfrewshire Education Service.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Renfrew School, Renfrew, Renfrewshire, by 1st July 1975.

**ROYSTON**  
Royston Education Service.  
Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Royston School, Royston, Royston, by 1st July 1975.

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Applications for September 1975, for admission to Year 10, should be sent to the Headmaster, Royston School, Royston, Royston, by 1st July 1975.

# City of Manchester

## EDUCATION COMMITTEE

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**SCALE 2/3**  
**ST PETER AND PAUL SECONDARY SCHOOL**  
Hollin Road, Bolton.  
Teacher for Music throughout the school. The Music Department works on a full-time basis. A Scale 2 or 3 post will be available for a suitably qualified and experienced candidate.

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**YEW TREE HIGH SCHOOL**  
Wythenshawe, Manchester M23 0DD.  
Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

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Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**ROYSTON**  
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# City of Manchester

## EDUCATION COMMITTEE

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SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE.  
The Education Committee has agreed to expand its Tutorial Class System, and one experienced teacher is required to take charge of a small group of 6 to 8 children, in one of the City's six City Guidance Centres.  
The person appointed will be responsible to the Area Psychologist for the day-to-day running of the Tutorial Unit and will be a member of the City Guidance Committee. The person appointed will also be responsible for the day-to-day running of the Tutorial Unit and will be a member of the City Guidance Committee.

**SCALE 2/3**  
**ST PETER AND PAUL SECONDARY SCHOOL**  
Hollin Road, Bolton.  
Teacher for Music throughout the school. The Music Department works on a full-time basis. A Scale 2 or 3 post will be available for a suitably qualified and experienced candidate.


**SCALE 1**  
**YEW TREE HIGH SCHOOL**  
Wythenshawe, Manchester M23 0DD.  
Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

**SCALE 2**  
**YEW TREE HIGH SCHOOL**  
Wythenshawe, Manchester M23 0DD.  
Teacher for Music. The person is required to join an active Music Department. Applicants are requested to give details of their second subject instrumental music and choral work as features of the life of the school.

**SCALE 1**  
**ST. PETER'S GRAMMAR SCHOOL**  
Bury Old Road, Bury.  
The Governors invite applications from a suitably qualified teacher to teach ENGLISH (Scale 2 post) in the school. The person appointed will be responsible for the day-to-day running of the English Department and will be a member of the School Committee.

**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.

**SCALE 1 PLUS**  
**BROOKDALE PARK HIGH SCHOOL**  
Ayrton Road, Newton Heath.  
Teacher of ENGLISH with some French in Lower forms. Above Scale 1 post for suitably qualified teacher. This is a Social Priority School.



# Secondary Teachers

Come and Teach in Inner London

We have a number of posts remaining for September, mainly of a specialised nature. Applications would be particularly welcome from suitably qualified experienced teachers or college leavers offering Mathematics, Home Economics, Craft and Technical Studies and Commerce.

Appointments will be to the General Teaching Service (Scale 1), Inner London Allowance (£351 per annum) and Threshold Payment (£229.88 per annum) in addition to the Burnham salary.

Please write to the Education Officer (TS.3), The County Hall, London, SE1 7PB, giving details of your qualifications, training and experience (with dates).

Personal callers are welcome to Room 70, Main Building, the County Hall, (near Waterloo Main line and Underground Stations). Telephone enquiries: 01-639 2137.

## Barnsley Education

Application forms can be obtained from, and should be returned to the Headteachers at the schools unless otherwise stated (a.s.a. please).

**Full Time Teachers/Instructors for Guitar and Flute (2 appointments)**  
Scale 2, Qualified Teachers, (Scale 1, Probationers).  
Instructors 1,877-£2,855.  
Ability to offer 2nd Instrument is an advantage.  
Duties include teaching small groups of children performing in schools concerts and coaching at music centres.  
Letter of application giving full curriculum vitae and names and addresses of two referees to the Education Officer (Ref. VP) 50 Huddersfield Road, Barnsley. (S.a.s. please). Closing date 4th July, 1975.

**Permanent Supply Staff (Scales 3 and 2)**  
Application forms from the Education Officer, 50 Huddersfield Road, Barnsley (S.a.s. please).

**Special Education Teachers (Scale 4 one post) and (Scale 3 two posts)**  
Required for 1st January 1976.  
To join the Staff of the Psychological Service working under the general direction of the Principal Educational Psychologist. Applicants should be experienced Teachers having additional training qualifications in some branch of special education. They will help teachers in ordinary schools with the assessment and treatment of children with learning or behaviour difficulties. Further details and forms of application from the Education Officer, 50 Huddersfield Road, Barnsley. Closing date 11th July, 1975.

**For further information or requests to visit please contact: Principal Educational Psychologist, Child Guidance Centre, Althorpe Schools' Grounds, Lathes Lane, Barnsley.**

**DEARNE HIGHGATE JUNIOR AND INFANT SCHOOL**  
Headteacher: Miss K. M. Frost  
Deputy Headteacher (Group 4)  
Appointment to commence January 1976 or earlier if possible.  
Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 30th June, 1975 (S.a.s. please).

**OAKS SCHOOL**  
Cypress Road, Kendray, Barnsley  
Headteacher: F. Barkin  
Required for September.  
Head of Science (Scale 3)  
With particular interest in Chemistry.  
Teacher of Mathematics (Scale 2)  
With some Geography.  
Pupils are prepared for C.S.E. and G.C.E. 'O' level. The School is a 5 form entry.  
11-16 Comprehensive is designated a Social Priority School.

**HOLGATE SCHOOL**  
Shaw Lane, Barnsley  
Headteacher: B. H. Smith, M.A.  
Formerly the Holgate Grammar School which admitted its first unselected boys in September 1973.  
Required for January 1976.  
Teacher of English (Scale 1)  
Pupils are prepared for C.S.E. and G.C.E. 'O' level. The School is a 5 form entry.  
11-16 Comprehensive is designated a Social Priority School.

**PENISTONE GRAMMAR SCHOOL**  
Penistone, Sheffield  
Headteacher: V. B. Simms, M.A.  
(1,550 mixed comprehensive, group 12)  
Required for September 1975.  
Teacher of Mathematics (Scale 1)  
preferably graduate. Courses in C.S.E. and G.C.E. ('O' and 'A' levels).

**Teacher for Work Within the Remedial Education Department**  
and have special responsibility for a new unit to be established to cater for some educationally subnormal and other children with severe learning handicaps. A Scale 2 post available for an experienced and qualified applicant but interested teachers who are seeking first appointments are invited to apply.

## City of Cleveland

### CLEVELAND EDUCATION COMMITTEE

#### SECONDARY TEACHING APPOINTMENTS

##### DEPUTY HEAD TEACHER POST

**HUSTLER SCHOOL**, Hall Drive, Acklam, Middlesbrough, Cleveland TS9 7JY (Tel: Middlesbrough 83801)  
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER at the above Group 10 School.  
Hustler School was re-opened in September, 1974, as a 11-16 Comprehensive School. The roll in September, 1975, will be 1,050. This school is situated in a pleasant district of Middlesbrough on a 150 acre site shared with another 11-16 school, and has a large range of sports, cultural and social activities out of school hours. The shared accommodation includes a PE block with sports hall and pool and a newly opened Drama Theatre of Modern Design.

##### SCALE POSTS

**ACKLAM SIXTH FORM COLLEGE**, 2, Acklam, Middlesbrough, Cleveland TS9 7JY (Tel: Middlesbrough 84370)  
Invited for September, 1975, a teacher of PHYSICS, SCALE 1 post (Houghton), to teach in 'O' and 'A' levels.  
This is a purpose designed for one year in the first instance. Physics courses are well established and modern laboratories used in a new College building.  
The successful candidate will have 340 students on roll in September, with approximately 50 engaged in 'A' level Physics courses.

**HUSTLER SCHOOL**, Hall Drive, Acklam, Middlesbrough, Cleveland TS9 7JY (Tel: Middlesbrough 83801)  
Invited for September, 1975, as a graduate of PHYSICS, SCALE 1 post (Houghton), to teach in 'O' and 'A' levels.  
This is a purpose designed for one year in the first instance. Physics courses are well established and modern laboratories used in a new College building.  
The successful candidate will have 340 students on roll in September, with approximately 50 engaged in 'A' level Physics courses.

**MARTON SIXTH FORM COLLEGE**, Marton Road, Middlesbrough, Cleveland TS4 3RZ (Tel: Middlesbrough 85500-1)  
Required for September, 1975, a graduate of CHEMISTRY and PHYSICS, SCALE 1 post (Houghton), 'O' and 'A' level work.  
This is a purpose designed for one year in the first instance. Chemistry and Physics courses are well established and modern laboratories used in a new College building.  
The successful candidate will have 340 students on roll in September, with approximately 50 engaged in 'A' level Chemistry and Physics courses.

**DEARNE HIGHGATE JUNIOR AND INFANT SCHOOL**  
Headteacher: Miss K. M. Frost  
Deputy Headteacher (Group 4)  
Appointment to commence January 1976 or earlier if possible.  
Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 30th June, 1975 (S.a.s. please).

**OAKS SCHOOL**  
Cypress Road, Kendray, Barnsley  
Headteacher: F. Barkin  
Required for September.  
Head of Science (Scale 3)  
With particular interest in Chemistry.  
Teacher of Mathematics (Scale 2)  
With some Geography.  
Pupils are prepared for C.S.E. and G.C.E. 'O' level. The School is a 5 form entry.  
11-16 Comprehensive is designated a Social Priority School.

**PENISTONE GRAMMAR SCHOOL**  
Penistone, Sheffield  
Headteacher: V. B. Simms, M.A.  
(1,550 mixed comprehensive, group 12)  
Required for September 1975.  
Teacher of Mathematics (Scale 1)  
preferably graduate. Courses in C.S.E. and G.C.E. ('O' and 'A' levels).

**Teacher for Work Within the Remedial Education Department**  
and have special responsibility for a new unit to be established to cater for some educationally subnormal and other children with severe learning handicaps. A Scale 2 post available for an experienced and qualified applicant but interested teachers who are seeking first appointments are invited to apply.







## COUNTY OF SOUTH GLAMORGAN

Required for September, 1975:  
**BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL, BARRY (11 to 18, 12-form-entry)**  
**TEACHER IN CHARGE OF REMEDIAL EDUCATION (SCALE 2)**

A well-qualified teacher to be responsible for the Remedial Department of this School. There are four teachers in this department and in addition to organizing this work the person appointed would be responsible for some testing and for maintaining contact with the educational authorities. The completion of a course in the education of handicapped children would be an advantage.

**CANTONIAN HIGH SCHOOL, CARDIFF (11 to 18, 10-form-entry)**

**TEACHER OF PHYSICS (SCALE 1)**  
A well-qualified and/or experienced teacher to teach Physics up to and including "O" level in the first instance. A possibility of sixth form work and Scale 2 allowance for a suitably experienced candidate.

**GIRLS' PHYSICAL EDUCATION/RELIGIOUS EDUCATION (SCALE 1)**

Teacher to share in the teaching of Physical Education and Games throughout the School and also a Religious Education component of approximately six to nine periods over the first three year-groups.

**TEACHER OF MATHEMATICS (SCALE 1)**

A scale 1 teacher to teach Mathematics in the Lower School to Form 1 and 2 only in the first instance.

**CATHAYS HIGH SCHOOL, CARDIFF (11 to 18, 10-form-entry)**

**REMEDIAL (SCALE 2)**  
An assistant teacher for Remedial Education. A Scale 4 post is available for a suitably experienced applicant.

**COWBRIDGE COMPREHENSIVE SCHOOL, COWBRIDGE (11 to 18, 7-form-entry)**

**MUSIC AND ENGLISH**  
Graduate to teach Music and English at the Lower School. This is a temporary post only.

**PETITAN HIGH SCHOOL, CARDIFF (11 to 18, 12-form-entry)**

**ENGLISH (SCALE 1)**  
A teacher of English up to O.S.E. level. Ability to help with either French or German an advantage.

**TECHNICAL STUDIES (SCALE 1)**  
An assistant master for a large Technical Studies Department where a multi-material approach to craftwork is employed. Applicants should be willing to work with several materials including plastics.

**GLAN ELY HIGH SCHOOL, CARDIFF (11 to 18, 10-form-entry)**

**EDUCATIONALLY SUB-NORMAL UNIT (SCALE 1)**  
An assistant master or mistress to work in a small U.S.N. Unit attached to the school. Preference will be given to teachers who have completed a course in the field for this work, but applications from other qualified teachers will also be considered. This appointment will be temporary for one year in the first instance.

**GLANTAF HIGH SCHOOL, CARDIFF (11 to 18, 7-form-entry)**

**REMARKS**  
A teacher of History with degree or advanced matric qualification to teach in the range Form 1 to Form 5, including preparation for external examinations. The teacher appointed will be required to teach history subject; candidates should state preferences, but the ability to assist with English or Welsh would be an advantage.

**BOYS' PHYSICAL EDUCATION**  
A teacher mainly for Boys' Physical Education. Teaching of another subject (preferably Woodwork, Metalwork or Mathematics) will be required. Candidates should be in any case state subsidiary teaching subjects.

**ART AND CRAFT**  
A teacher (male or female) mainly for Art and Craft. Teaching of another subject (preferably Woodwork, Metalwork or Mathematics) will be required. Candidates should be in any case state subsidiary teaching subjects.

**HEATHFIELD HOUSE R.C. SCHOOL FOR GIRLS, CARDIFF (11 to 18, 4-form-entry, sixth form of 100)**

**RELIGIOUS EDUCATION**  
Assistant teacher mainly for Religious Education. Ability to offer Mathematics and Science to Junior Forms would be an added recommendation for this post.

**GLANLILLY PAWR COMPREHENSIVE SCHOOL, LANTWY MAJOR (11 to 18, 8-form-entry)**

**COMMERCIAL SUBJECTS (SCALE 2)**  
A qualified teacher with specialist qualifications in Typing, shorthand, Accounts with Office Practice. The successful applicant will join a Department of Commerce and Economics. Some Sixth Form work is anticipated. Scale 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.

**BUNNY HIGH SCHOOL, CARDIFF (11 to 18, 10-form-entry)**

**COMMERCIAL STUDIES (SCALE 2)**  
A full-time qualified teacher/instructor for Typewriting and Commercial Subjects to Fourth and Fifth Form pupils.

**ST. ALFRED'S BOYS' COLLEGE, CARDIFF (11 to 18, 5-form-entry)**

**MATHEMATICS (SCALE 2)**  
A teacher of Mathematics. Scale 2 available for suitable applicant.

**DESIGN OF LLANDAFF CHURCH IN WALES HIGH SCHOOL, CARDIFF (11 to 18, 10-form-entry)**

**TECHNICAL STUDIES (SCALE 1)**  
The successful candidate will be responsible for the following post in this Church in Wales Mixed High School with a large flourishing Sixth Form. Preference will be given to practicing members of the Anglican Communion.

**LATIN AND CLASSICAL STUDIES (SCALE 2)**

A well-qualified graduate to be responsible for the teaching of Latin and Classical Studies throughout the school and to assist with some Latin/English teaching. Part-time applicants will be considered. Scale 2 will be available for a suitable applicant with an interest in Librarianship.

Application forms can be obtained from the undersigned on receipt of a stamped addressed envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Education Offices, F. J. ADAMS, Director of Education, King'sway, Cardiff.

## Mid Glamorgan County Council

### Teaching Staff

#### COMPREHENSIVE SCHOOLS

**MOUNTAIN AFB**  
(former qualified to teach English in the Upper and Lower Schools. Ability to assist with Geography would be an advantage. Scale 1.)

Application forms, to be returned by 2nd July, 1975, obtainable on receipt of a stamped addressed envelope, from the District Education Office, District Education Office, County Council Offices, Sully, Cardiff.

#### COMPREHENSIVE SCHOOLS

**ARND FILL, MOUNTAIN AFB**  
Head of Welsh Department. Graduate in Welsh. To assist with the teaching of the subject throughout the school. Scale 2 post.

Application forms, to be returned by 2nd July, 1975, obtainable on receipt of a stamped addressed envelope, from the District Education Office, District Education Office, County Council Offices, Sully, Cardiff.

**WILLIAM HENRY, MOUNTAIN AFB**  
Teacher of English in the Lower School. To assist with the teaching of the subject throughout the school. Scale 1 post.

Application forms, to be returned by 2nd July, 1975, obtainable on receipt of a stamped addressed envelope, from the District Education Office, District Education Office, County Council Offices, Sully, Cardiff.

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for more than one year unless a teacher is asked to assist in a course. Scale 1.

Applied Class Allowance of £200 payable that and the Royal Priority Allowance and, where appropriate, a merit award will also be payable.

**LEVIN HENRY, MOUNTAIN AFB**  
Teacher of English in the Lower School. To assist with the teaching of the subject throughout the school. Scale 1 post.

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Application forms, to be returned by 2nd July, 1975, obtainable on receipt of a stamped addressed envelope, from the District Education Office, District Education Office, County Council Offices, Sully, Cardiff.

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#### SECONDARY

**Technical Studies**

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**WINDERSIDE**

**TECHNICAL STUDIES**

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**TECHNICAL STUDIES**

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**WINDERSIDE**



## OXFORDSHIRE

Application forms can be obtained from and should be returned to the Headmaster of the school unless otherwise stated. Assistance towards legal and removal expenses up to £500 in appropriate cases.

**PEERS COMPREHENSIVE SCHOOL**  
(Roll 1,150)  
Oxford, OX1 5JY

This is a mixed comprehensive Upper School, for pupils aged 13 to 18, three miles from the centre of the City. A major building programme is almost completed; the School has excellent facilities, including a Sports Hall, A heated indoor swimming pool is nearing completion.

There is a Sixth Form of 130 pupils, with separate but on-campus accommodation. A high priority is placed on pastoral care throughout the School with a Year Group system operating below the Sixth Form. Well qualified assistant masters to teach GIRLS P.E. throughout the School. An interest in modern educational gym and dance and a willingness to help with hockey or volleyball would be especially appreciated.

**DRAYTON SCHOOL**  
(Roll 770 in September)  
Drayton Road, Banbury, Oxon OX16 0NU

1. Teacher to be responsible for teaching CHEMISTRY (Multi-level type) throughout this rapidly expanding Group 2 Comprehensive (11-18) School. Near well equipped Science Laboratories; further extensions about to begin. Scale 1 or 2, according to experience.

2. Required for this new and rapidly expanding Comprehensive (11-16) School, a teacher of GERMAN and FRENCH, able to give some assistance with European Studies. Excellent equipment and facilities.

Full particulars (no forms) from the Headmaster, to whom letters of application with details of qualifications, experience and interests should be sent as soon as possible, together with names of two referees.

**DIDCOT GIRLS' SCHOOL**  
(Roll 1,182)  
Sherwood Road, Didcot, Oxon, OX11 0DA

This 11-18 girls' comprehensive school (Group XI) was formed in September, 1973 by the amalgamation of Didcot Girls' Grammar School and St. Frida's Modern School, 1,182 on roll on same campus.

Assistant Mistress to teach HOME ECONOMICS (Cookery) throughout the school. C.S.E. 'A' and 'O' level courses are well established. Excellent facilities are available. Scale 1 Post.

Apply to the Headmistress giving two testimonials and names of two referees.

**MARLBOROUGH COMPREHENSIVE SCHOOL**  
(Roll 670)  
Woodstock, Oxford.

1. Teacher of MATHEMATICS throughout the School. The School follows a modern course in Mathematics and an interest in computer studies and statistics would be desirable but not essential.

2. Teacher of GEOGRAPHY and R.I. throughout the school.

The Marlborough School is a mixed ability comprehensive school. A large building programme has just been completed giving the school excellent facilities. At the moment it caters mainly for the 11-18 age range but in September, 1975, courses will be provided beyond this age range.

Scale 1 Post will be made available to suitable applicant. Applications by letter giving full particulars direct to the Headmaster.

**MILHAM FORD GIRLS' UPPER SCHOOL**  
(Roll 650)  
Harbottle Mead, Headington, Oxford, OX1 0DF

Graduate Mistress to share in the teaching of GEOGRAPHY throughout the school, including C.S.E. 'O' and 'A' level G.C.E. and non-examination work. The candidate should be interested in field work. A graded post might be available for a suitable candidate but applications from beginners are also invited. Applications for part-time post will also be considered. Applications, together with at least one recent testimonial and the names and addresses of two referees, should be sent to the Headmistress as soon as possible.

## SECONDARY

Technical and Specialist continued

**NORTH HAMPSHIRE**  
CITY SCHOOL

**REDEFIELD UPPER SCHOOL**  
(Roll 680)  
Blunkard Lane, Oxford

Teacher of MATHEMATICS, Scale 1, for this 13-18 mixed comprehensive school. An interest in computer studies or statistics would be an advantage. Some teaching would be available in Science or in Home Maintenance or Car Mechanics.

Application forms and further particulars available from the Headmaster. Telephone enquiries welcome.

**ST. BIRINUS' SCHOOL**  
(Roll 730)  
Merleford Road, Didcot.

This former Secondary Modern School enters its third year of reorganisation as a 7 form entry 11-18 Comprehensive school for boys with over 800 on roll in September.

Teacher for TECHNICAL STUDIES i.e. Metalwork and/or Woodwork, preferably with Technical Drawing. The department is a strong one and facilities are good.

Scale 1.

Initially a brief letter of application giving details of qualifications and experience and including the names and addresses of two referees should be sent to the Headmaster as soon as possible when further particulars and application forms will be sent.

Applications from teachers seeking their first appointment will be welcomed.

**SEGSBURY SCHOOL**  
(Roll 600)  
Challow Road, Wantage, OX12 9DU

Teacher to share in the teaching of MATHEMATICS in an expanding school. Well established S.M.P. Courses. Suitable for a young teacher seeking first appointment.

Teacher to share in the teaching of MATHEMATICS in an expanding school. Well established S.M.P. Courses. Suitable for a young teacher seeking first appointment.

**SHEPHERDS HILL SCHOOL**  
(Roll 650, 9-13 age)  
Wesley Close, Oxford, OX4 5BG

**CRAFT or HOME ECONOMICS CO-ORDINATOR.** Purpose built Craft Area with provision for light crafts, woodwork, pottery, basic metalwork and home economics. The appointment could be for a specialist/Coordinator, in either craft or home economics, Scale 1 and 2 plus stress allowance.

Applications by letter to Head.

**WOOD GREEN SCHOOL**  
(Roll 1,030)  
Woodstock Road, Wilney.

Teacher of TYPEWRITING and BUSINESS STUDIES. The appointment could be at Scale 1 or 2 according to experience and qualifications.

The School is a fully developed 11-18 comprehensive school pleasantly situated on the edge of Wilney, with a well equipped business studies room. A full range of business studies is taught to C.S.E. and G.C.E. 'O' level.

Applications by letter to the Headmaster, giving full curriculum vitae and names and addresses of two referees, as soon as possible.

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## LEEDS CITY COUNCIL

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# West Glamorgan County Council

## EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following vacancies in the Authority's service. All posts are Scale 1 unless otherwise stated. APPLICATION FORMS and further details of specific posts are available from the Director of Education, Admin Section, Princess House, Princess Way, Swansea, on receipt of a stamped addressed postcard envelope. Please quote post reference on any correspondence.

### Group A.—Central Office

#### Neath Technical College

Post Ref. OFNCT/1.13.75/C  
Lecturer Grade 1 (2 posts) in the Commerce Department to teach ELEMENTARY ACCOUNTS and OFFICE PRACTICE, SHORTHAND and TYPING.

Applicants must possess appropriate qualifications and previous teaching experience would be desirable. These are temporary appointments for the period 1st September, 1975, to 31st August, 1976, although an extension of temporary employment or permanency may be considered subject to the availability of the course.

#### Headship

Post Ref. OP24/2.13.75/C

Pengelli Primary Group 3 (121 on roll)  
Grovesend, Swansea SA4 2GY

Post Ref. OSP2/3.13.75/C  
Morlydd House School for Physically Handicapped Children

Assistant Teacher required (3 posts) (scale 1 plus special schools allowance) at the above school for September, 1975. Candidates should be experienced teachers in the Infant and/or Primary Sector. Possession of a Special Education Diploma and/or experience with handicapped children would be an advantage.

Application forms for GROUP A posts are to be returned to the Director of Education, Admin Section, Princess House, Princess Way, Swansea.

### Group B.—Swansea West

#### Gower District

Gowerton Comprehensive (Mixed) Gowerton  
(Age range 11-18)

Post Ref. 153/4.13.75/C  
Well qualified teacher of ECONOMICS with qualifications to teach HISTORY also the intention is that the successful applicant will, in September, 1976, take over the teaching of 'A' level Economics. Scale 3 or 2 post according to qualifications and experience.

Post Ref. 193/6.13.75/C  
Well qualified teacher of FRENCH for work in the Lower and Middle school.

Post Ref. 193/6.13.75/C  
Well qualified teacher of FRENCH to teach throughout the Lower and Middle school, assistance with LATIN and CLASSICAL STUDIES will be required and there may initially be some teaching of General Arts subjects.

Ochla Comprehensive (Mixed) Swansea  
(Age range 11-18)

Qualified teachers are required for September, 1975, in the following subjects:—

Post Ref. 181/7.13.75/C  
MATHS

151/8.13.75/C  
CHEMISTRY

151/9.13.75/C  
PHYSICS

151/10.13.75/C  
PHYSICAL EDUCATION (Woman)

Skeith Junior (Mixed) Swansea  
1P1/11.13.75/C

Required for September, 1975, a suitably qualified and experienced teacher to be responsible for organising the teaching of MATHEMATICS throughout the school, ability to help out with boys' PHYSICAL EDUCATION/GAMES desirable. Scale 2 post available for suitable candidate.

Application forms for GROUP B posts are to be returned to the Director of Education, Mr. D. G. Hopkin, District Education Office 1, Princess House (third floor), Princess Way, Swansea.

### Group C.—

Central and East Swansea District

#### Permanent Supply

Post Ref. 2P/12.13.75/C

PRIMARY—Applications are invited from teachers who have successfully completed their probationary service for a post of permanent supply teacher for Primary schools in this district. Applicants should be able to drive and have regular use of a car.

Post Ref. 25/13.13.75/C

SECONDARY—Applications are invited from qualified teachers who have successfully completed their probationary service for posts of permanent supply teachers able to offer a wide range of subjects for comprehensive schools in this district. Candidates are asked to specify their special interests. Applicants should be able to drive and have regular use of a car. (3 posts).

Cefn Hengoed Comprehensive (Mixed) Swansea  
(Age range 11-18)

(SOCIAL PRIORITY LIST SCHOOL)  
Required for September, 1975, qualified teachers for the following posts:—

Post Ref. 25/18/14.13.75/C

WOODWORK throughout the school

25/18/15.13.75/C

TECHNICAL DRAWING

(For both the above posts an interest in building and/or automobile engineering would be an added advantage.)  
25/18/16.13.75/C

GENERAL SUBJECTS. Some of the work will be in the special education department and will include the teaching of SCIENCE. Applicants should state their interest in and the ability to teach other subjects.

Mansell Junior Comprehensive (Mixed) Swansea  
(Age range 11-13)

Post Ref. 25/19/17.13.75/C

Required for September, 1975, qualified teacher to teach RELIGIOUS EDUCATION throughout the school and to assist with either WELSH or HISTORY. (Re-advertisement)

Dynevour Comprehensive (Boys) Swansea  
(Age range 13-18)

Post Ref. 25/21/18.13.75/C

Required for January, 1976, qualified teacher to teach ART (Re-advertisement)

Application forms for GROUP C posts are to be returned to the District Education Officer, Mr. H. G. Roberts, District Education Office 2, Princess House (third floor), Princess Way, Swansea.

### Group D.—Gorseinon District

Menyddbach Comprehensive (Mixed) Swansea  
(Age range 11-18)

Post Ref. 3518/19.13.75/C

Well qualified teacher to teach MATHEMATICS up to and including C.S.E. level.

Post Ref. 3518/20.13.75/C

Well qualified teacher to teach HISTORY up to and including 'O' level and C.S.E. examinations.

Penyrheol Comprehensive (Mixed) Gorseinon  
(Age range 11-18)

Post Ref. 3517/21.13.75/C

Well qualified teacher for ENGLISH and HISTORY in year one.

Post Ref. 3517/22.13.75/C

SCRIPTURE, GIRLS' PHYSICAL EDUCATION in year one (any other combination of the four subjects mentioned in the above two posts will be considered).

Post Ref. 3517/23.13.75/C

Well qualified teacher of SCRIPTURE and MUSIC in the main school with a share of C.S.E. work and possibly 'A' level work in Scripture.

Post Ref. 3517/24.13.75/C

Well qualified teacher for girls' PHYSICAL EDUCATION, DRAMA, SCRIPTURE in the main school.

Application forms for GROUP D posts are to be returned to the District Education Officer, Mr. H. J. Williams, District Education Office 3, The Institute, Lime Street, Gorseinon.

Group E.—Morrison District

Cwm Tawe Comprehensive (Mixed) Pontardawe  
(Age range 11-18)

Required for September, 1975, or January, 1976.

Post Ref. 4513/25.13.75/C

Well qualified teacher to teach PHYSICS and GENERAL SCIENCE, an interest in out of school activities would be an advantage.

Post Ref. 4513/26.13.75/C

Qualified teacher for HOME ECONOMICS

### Llansamlet Junior Comprehensive (Mixed) Swansea

(Age range 11-13)

Post Ref. 4512/27.13.75/C

Required for September, 1975, or January, 1976, well qualified teacher of MATHEMATICS.

### Morrison Comprehensive (Mixed) Swansea

(Age range 13-18)

Post Ref. 4512/28.13.75/C

Required for September, 1975, or January, 1976, a qualified teacher for HEAVY CRAFTS particularly METALWORK with a keen interest in BUILDING CRAFTS and THREE DIMENSIONAL STUDIES (Re-advertisement).

### Ysgol Gylun Ystalyfera

Post Ref. 4514/29.13.75/C

Well qualified teacher of DOMESTIC SCIENCE as HEAD OF THE DOMESTIC SCIENCE DEPARTMENT (Scale 3 post).

Application forms for GROUP E posts are to be returned to the District Education Officer, Mr. D. James, District Education Office 4, Neath Road, Morriston, Swansea.

### Group F.—Neath District

#### Deputy Headship

Post Ref. 5P12/30.13.75/C

Brynhyfryd Primary (Group 4) (207 on roll)

Briton Ferry SA11 2ND

#### Cwrt Sart Comprehensive (Mixed) Neath

(Age range 11-18)

Post Ref. 5510/31.13.75/C

Required for the 1st January, 1976, or sooner if possible HEAD OF WELSH DEPARTMENT. Qualified teacher to be in charge of Welsh throughout the school. Experience in the use of a well equipped language laboratory desirable. Scale 2 post.

#### Llangatwg Comprehensive (Mixed) Neath

(Age range 11-18)

Post Ref. 559/32.13.75/C

Required as soon as possible, qualified teacher (male) with special qualifications in PHYSICAL EDUCATION. Ability to assist with GENERAL SUBJECTS would be an advantage.

Application forms for GROUP F posts are to be returned to the District Education Officer, Mr. B. Tashara, District Education Office 5, Abbey Road, Neath.

### Group G.—Port Talbot District

#### Dyffryn Comprehensive (Mixed) Port Talbot

(Age range 11-18)

Post Ref. 657/33.13.75/C

Qualified teacher to assist in the teaching of GENERAL SUBJECTS to pupils in the Upper School.

Application forms for this post should be returned to the District Education Officer, Mr. E. Jones, District Office 6, 40 Talbot Road, Port Talbot.

### Group H.—St. Joseph's R.C. Infants

#### Headship

Post Ref. 6VSJ1/34.13.75/C

St. Joseph's R.C. Infants (Group 4) (152 on roll)

Water Street, Port Talbot

Application forms for this post are to be returned to Canon M. Quilligan, Correspondent Manager, St. Theresa's R.C. Church, Southdown Road, Port Talbot.

### Group I.—St. Theresa's R.C. Primary

Post Ref. 6VST/35.13.75/C

Qualified teacher for a new nursery class required for September, 1975.

Application forms for this post should be returned to St. Father S. M. Kearney, Correspondent Manager, St. Theresa's R.C. Primary School, Southdown Road, Port Talbot.

### CLOSING DATE

The closing date for the receipt of application forms for the above posts is FRIDAY, 4th July, 1975.

JOHN BEALE, Director of Education

Education Department, West Glamorgan County Council, Princess House, Princess Way, SWANSEA.

## Scale 1 Posts

### BAKESLEY

Metropolitan Borough

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# THE CITY OF Birmingham

## EDUCATION DEPARTMENT

### SECONDARY EDUCATION VACANCIES FOR SEPTEMBER 1975

Applications are invited from experienced teachers and from students completing teacher training this year. There are two main ways of appointment. Applicants may opt for appointment to an individual vacancy in a Secondary School in the new authority and a list of such vacancies is given below. Alternatively, applicants may opt to be considered for appointment in the first instance in a "pool" of teachers in anticipation of further vacancies. If offered appointment they would then be asked to consider suitable vacancies when those arose at a later stage. If they so wish, candidates may apply both for individual posts and the "pool".

Students may obtain application forms from the appropriate officer at the College or Department. Other enquiries may obtain forms from:

**THE CHIEF EDUCATION OFFICER,  
STAFFING BRANCH, EDUCATION OFFICE,  
MARGARET STREET, BIRMINGHAM B3 3BU**

There are bursaries for assistance with removal expenses, for advance of salary to teachers taking up first appointments and for mortgage facilities in approved cases.

H 3 - An asterisk before the School name indicates a Social Priority School.

#### ART

- E.A.1 LONGBLEADY SCHOOL, Longbleady Crescent, B34 7NE (717 3518) (1,370 Mixed)  
E.A.2 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
E.A.7 BYNG KENRICK CENTRAL SCHOOL, Leys Road, B33 9AF (778 2862) (830 Mixed)  
E.A.3 MISELEY SCHOOL, Wake Green Road, B13 9UY (777 1492) (1,330 Mixed)  
S.A.5 ART Master to teach to all levels, preferably with an interest in painting and three dimensional work.  
S.A.6 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
S.A.7 PERRY BECHES SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
S.A.8 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
W.A.2 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
W.A.3 Assistant Teacher for Art. The person appointed will have his/her own Art Room. An interest in light crafts an advantage.  
E.A.9 MARSH HILL SCHOOL, Hampton Road, B33 7JL (373 7130) (1,220 Mixed)  
Art throughout the school.

#### COMMERCE AND ECONOMICS

- E.C.A MARSH HILL SCHOOL, Hampton Road, B33 7JL (373 7130) (1,220 Mixed)  
B.C.3 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QG (777 8478) (1,160 Mixed)  
B.C.4 COMMERCIAL SUBJECTS—mostly typing—some shorthand and office practice, etc.  
S.C.5 MOUNT PLEASANT SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
W.C.1 COMMERCIAL SUBJECTS—typing, commerce and office practice.  
W.C.2 COMMERCIAL SUBJECTS—typing, commerce and office practice.  
W.C.3 PERRY BECHES SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
W.C.4 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
W.C.5 SHORLEIGH AND TYPIST AND OFFICE PRACTICE—Five Posts.  
W.C.6 PERRY BECHES SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
W.C.7 SHORLEIGH AND TYPIST AND OFFICE PRACTICE or Lower School Mathematics.  
W.C.8 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
W.C.9 ECONOMIC/English Opportunity for Sixth Form work in Economics.  
W.C.10 SUTTON COLDFIELD GIRLS' GRAMMAR SCHOOL, Jockey Road, Sutton Coldfield, B73 5PT (344 1470) (470 Girls)  
Teacher to introduce courses in Economics to 'A' level, and Commerce in the Middle School. Ability to teach Mathematics to Junior Forms would be an advantage.

#### CRAFT

- E.C.A MARSH HILL SCHOOL, Hampton Road, B33 7JL (373 7130) (1,220 Mixed)  
E.C.7 WOODWORK SCHOOL, Leys Road, B33 9AF (778 2862) (830 Mixed)  
E.C.8 WASHWOOD HEATH SCHOOL, Burnley Lane, B6 2AS (783 7272) (1,730 Mixed)  
E.C.9 Woodwork, Metalwork, Technical Drawing and Automotive Engineering are all offered. Courses established to 'A' level.  
E.C.10 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
E.C.11 Craft, Woodwork, Metalwork, Technical Drawing and Automotive Engineering are all offered. Courses established to 'A' level.  
E.C.12 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
E.C.13 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
E.C.14 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
S.C.1 COLMERS FARM SCHOOL, Bistol Road South, B45 8HY (463 2172) (930 Mixed)  
S.C.5 ST. ALBANS C.E. SCHOOL, Angeline Street, B12 9UU (440 4034) (620 Mixed)  
S.C.6 WOODWORK/Metalwork, Home Maintenance Course being developed.  
S.C.7 QUEENSBURGH SCHOOL, Queensbridge Road, B13 9GB (449 3363) (700 Mixed)  
S.C.8 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
S.C.9 Technical Studies, one or more of Metalwork, Woodwork, Technical Drawing, Auto Engineering, Science.  
S.C.10 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
W.C.1 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
W.C.2 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
W.C.3 CRAFT/Design.  
W.C.4 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
W.C.5 Metalwork and/or Woodwork. Willingness to teach Technical Drawing an advantage but not essential.  
W.C.6 GLEBE SCHOOL, Middlesmore R.C. COMPREHENSIVE SCHOOL, Metchley Lane, B17 0JJ (427 6115) (1,240 Mixed)  
Teacher for Light Metalwork and combined Crafts. Facilities available for Auto Engineering and Electronics.  
W.C.7 QUODUSTON MANOR SCHOOL, St. Francis Street, B7 4QR (359 3755) (1,000 Mixed)  
Teacher for either Woodwork or Metalwork or both. Ability to help with Technical Drawing an advantage.  
W.C.8 PERRY BECHES SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
W.C.9 WOODWORK SCHOOL, Perry Barr, B20 3DP (356 9444) (1,070 Mixed)  
W.C.10 Technical Drawing.  
W.C.11 PORTLAND SCHOOL, Portland Road, B17 8LR (428 4381) (840 Mixed)  
W.C.12 Technical Drawing and some Boys Crafts or Games.  
W.C.13 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
Technical Drawing.

#### ENGLISH

- E.E.14 HODGE HILL SCHOOL, Brentford Road, B36 8HB (783 3351) (1,000 Mixed)  
E.E.15 STOCKLAND GREEN SCHOOL, Steady Road, B23 7JH (373 4807) (810 Mixed)  
E.E.16 An appointment work to 'A' level and/or Remedial.  
E.E.17 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
Possibility of Examination work for a suitable candidate.  
E.E.18 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
E.E.19 JAFFRAY SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
E.E.20 JAFFRAY SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
Teacher of English required, either for Upper School (including C.S.E. work) or Lower School. (range 11-13-1) Library or Drama an advantage.  
S.E.5 HINCH HEATH SCHOOL, Holford Road, B13 9GR (444 4451) (540 Boys)  
S.E.6 GLEBE SCHOOL, Middlesmore R.C. COMPREHENSIVE SCHOOL, Metchley Lane, B17 0JJ (427 6115) (1,240 Mixed)  
S.E.7 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
S.E.8 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QG (777 8478) (1,160 Mixed)  
S.E.9 BOURNVILLE SCHOOL, Griffins Brook Lane, B30 1JQ (475 3881) (1,060 Mixed)  
S.E.10

- W.E.1 HANDSWORTH WOOD GIRLS' SCHOOL, Church Lane, B20 3JL (554 8122) (830 Girls)  
English/History.  
W.E.11 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
Two posts.  
W.E.12 LOROSWOOD GIRLS' SCHOOL, Knightlow Road, B17 8QB (429 2838) (700 Girls)  
W.E.13 SUTTON COLDFIELD GIRLS' GRAMMAR SCHOOL, Jockey Road, Sutton Coldfield, B73 5PT (344 1470) (470 Girls)  
English and some Religious Education. Applications from candidates with an interest in the latter would be welcomed.  
W.E.20 HARTFORD HILL SCHOOL, Harbottle Road, B15 3JL (454 2737) (860 Mixed)  
W.E.21 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B21 9ET (554 2794) (730 Boys)  
Master to teach English throughout the school. Sixth Form work available for a suitable person.

#### GENERAL SUBJECTS

- E.G.4 JAFFRAY SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
Teacher of general subjects required to teach one or more of the following subjects: Religious Education, English, Mathematics, Science, French, partly in Upper and partly in Lower School, or exclusively in Lower School (11 to 13-1).  
E.G.8 ILMINGTON SCHOOL, Ilmington Road, B29 5LL (475 2613) (480 Mixed)  
English with General Subjects.  
E.G.10 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
An interest in Music will be a recommendation.  
E.G.11 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
S.G.3 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
Two posts.  
S.G.4 QUEENSBURGH SCHOOL, Queensbridge Road, B13 9GB (449 3363) (700 Mixed)  
W.G.9 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
Two teachers of general subjects, to include General Subject Music and General Subject English.  
W.G.9 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
General Subjects/Mathematics/English.

#### GEOGRAPHY

- E.G.7 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
Geography with Biology if possible.  
S.G.8 TURVES GREEN BOYS' SCHOOL, Northfield, B31 4BS (475 4139) (820 Boys)  
C.S.E. Maps I and III, G.C.E. 'O' and 'A' level.

#### HISTORY

- W.H.7 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B21 9ET (554 2794) (730 Boys)  
Master to teach up to and including 'A' level.

#### HOME ECONOMICS

- E.H.8 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
E.H.9 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
Home Economics.  
S.H.12 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QG (777 8478) (1,160 Mixed)  
Home Economics.  
S.H.14 SHENLEY COURT SCHOOL, Shenley Lane, B28 4HE (475 5191) (1,600 Mixed)  
Home Economics.  
S.H.15 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
One or more of Household, Needlework, Child Care.  
S.H.16 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
Teacher for Home Economics in a flourishing department.  
W.H.6 HOLDBERE HIGH SCHOOL, St. Michael's Road, B75 5SY (354 4895) (750 Mixed)  
Home Economics, Two Specialist Rooms. Subject taught to 'A' level.  
W.H.7 HANDSWORTH WOOD GIRLS' SCHOOL, Church Lane, B20 3JL (554 8122) (830 Girls)  
Home Economics—Department of Home.  
W.H.8 HOME ECONOMICS—Department of Home.  
W.H.9 HANDSWORTH NEW LEAD SCHOOL, Handsworth New Road, B10 4PD (554 4317) (800 Mixed)  
W.H.11 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
Home Economics.

#### LANGUAGES

- E.L.3 PAGET SCHOOL, Paget Road, B24 0JP (371 2831) (600 Mixed)  
French, with other subjects.  
E.L.19 OLDKNOW SCHOOL, Oldknow Road, B10 0HU (772 0080) (540 Mixed)  
French.  
S.L.2 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,100 Mixed)  
French, some German an advantage.  
S.L.4 LEA NASH C.E. SCHOOL, Bell Bar Road, B15 2AF (622 4632) (660 Mixed)  
French.  
S.L.11 SHENLEY COURT SCHOOL, Shenley Lane, B28 4HE (475 5191) (1,600 Mixed)  
French, Audio Visual Methods, C.S.E. 'O' and 'A' levels.  
S.L.12 ST. THOMAS AQUINAS SCHOOL, Wychall Lane, B58 8AF (468 4643) (500 Boys)  
French.  
S.L.13 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
French.  
S.L.14 ST. THOMAS AQUINAS SCHOOL, Wychall Lane, B58 8AF (468 4643) (500 Boys)  
French.  
S.L.15 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
French.  
S.L.16 QUEENSBURGH SCHOOL, Queensbridge Road, B13 9GB (449 3363) (700 Mixed)  
Modern Languages with Spanish.  
W.L.8 ST. PHILIP'S R.C. GRAMMAR SCHOOL, Hagley Road, B16 8UP (464 3263) (700 Boys)  
French, A second language (preferably Spanish) would be welcomed.  
W.L.9 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
French.  
W.L.10 GT. BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
French.  
W.L.11 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B21 9ET (554 2794) (730 Boys)  
French. Sixth Form work available for a suitably qualified candidate.  
W.L.12 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
French.  
W.L.13 SUTTON COLDFIELD GIRLS' GRAMMAR SCHOOL, Jockey Road, Sutton Coldfield, B73 5PT (344 1470) (470 Girls)  
French.

#### MATHEMATICS

- E.M.3 PAGET SCHOOL, Paget Road, B24 0JP (371 2831) (600 Mixed)  
E.M.10 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
Mathematics with Technical Drawing.  
E.M.10 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
Mathematics/Science.  
E.M.21 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
E.M.22 MARSH HILL SCHOOL, Hampton Road, B33 7JL (373 7130) (1,220 Mixed)  
E.M.23 WARD END HALL, Northfield Road, B8 2DH (327 4026) (470 Mixed)  
E.M.24 QUEENSBURGH SCHOOL, Queensbridge Road, B13 9GB (449 3363) (700 Mixed)  
S.M.10 SHENLEY COURT SCHOOL, Shenley Lane, B28 4HE (475 5191) (1,600 Mixed)  
S.M.12 HALL GREEN SCHOOL, Southern Road, B28 0AZ (777 8188) (660 Mixed)  
Mathematics and Science.  
S.M.14 MOSELEY SCHOOL, Wake Green Road, B13 9UY (778 0811) (900 Mixed)  
S.M.16 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
Teacher for the Mathematics Department. Wide range of experience available.  
W.M.T.8 GT. BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
W.M.T.9 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
W.M.T.12 BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL, Metchley Lane, B17 0JJ (427 6115) (1,240 Mixed)  
W.M.T.14 ST. JOHN WALL R.C. SCHOOL, Othill Road, B21 8HH (564 1826) (370 Mixed)  
W.M.T.15 LORDSWOOD GIRLS' SCHOOL, Knightlow Road, B17 8QB (429 2838) (700 Girls)

# THE CITY OF Birmingham

## EDUCATION DEPARTMENT

#### MUSIC

- E.M.4 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
Please state other subjects.  
E.M.9 MOOR END SCHOOL, Erdington, B24 8DR (371 2831) (600 Mixed)  
E.M.11 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2RZ (743 4429) (1,770 Mixed)  
E.M.3 KINGS HEATH SCHOOL, Holford Road, B13 9GR (444 4451) (540 Boys)  
E.M.4 GT. BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
E.M.5 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B21 9ET (554 2794) (730 Boys)  
Part-time teacher of Music. Timetable can be adjusted to suit the applicant, but a completed accompaniment would be preferred.  
E.M.6 THE BROADWAY SCHOOL, The Broadway, B20 3DP (356 9444) (1,070 Mixed)  
Music with an interest in helping to develop the school choir, recorders, and brass band, and general musical activities.  
E.M.7 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)

#### PHYSICAL EDUCATION

- E.P.1 BARTLEY GREEN GIRLS' SCHOOL, Stonehouse Lane, B32 3AE (427 3175) (550 Girls)  
Girls' Physical Education.  
E.P.4 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,100 Girls)  
Girls' Physical Education.  
E.P.7 BISHOP CHALLONER R.C. SCHOOL, Institute Road, B14 7EG (444 4161) (600 Mixed)  
Girls' Physical Education.  
E.P.10 BOURNVILLE SCHOOL, Griffins Brook Lane, B30 1JQ (475 3881) (1,060 Mixed)  
Girls' Physical Education, Dance and National Specialist optional.  
E.P.9 BROADWAY SCHOOL, The Broadway, B20 3DP (356 9444) (1,070 Mixed)  
Girls' Physical Education.  
E.P.12 KINGS RISE SCHOOL, Hornsey Road, B44 8JH (354 1082) (660 Mixed)  
Girls' Physical Education Specialist.

#### RELIGIOUS EDUCATION

- E.R.8 BISHOP CHALLONER R.C. SCHOOL, Institute Road, B14 7EG (444 4161) (600 Mixed)  
E.R.7 MOOR END SCHOOL, Erdington, B24 8DR (371 2831) (600 Mixed)  
E.R.10 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2RZ (743 4429) (1,770 Mixed)  
E.R.11 OLDKNOW SCHOOL, Oldknow Road, B10 0HU (772 0080) (540 Mixed)  
Religious Education/Social Studies.  
E.R.11 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
E.R.12 WHEELERS LANE SCHOOL, Kings Heath, B13 0SF (444 2664) (480 Mixed)  
E.R.13 SHENLEY COURT SCHOOL, Shenley Lane, B28 4HE (475 5191) (1,600 Mixed)  
E.R.14 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (360 3538) (1,700 Mixed)  
E.R.15 ST. PHILIP'S R.C. GRAMMAR SCHOOL, Hagley Road, B16 8UP (464 3263) (700 Boys)  
O' and 'A' level work available.  
E.R.16 PERRY BECHES SCHOOL, Beaches Road, B42 2PY (360 4245) (730 Mixed)  
Religious Education with subsidiary Music.  
E.R.17 BROADWAY SCHOOL, The Broadway, B20 3DP (356 9444) (1,070 Mixed)

#### SCIENCE

- E.S.5 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)  
Science/Mathematics.  
E.S.9 MOOR END SCHOOL, Erdington, B24 8DR (371 2831) (600 Mixed)  
E.S.10 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
Assistant for Science. Ability to teach 'A' level Physics or S.C.S.P. an advantage.  
E.S.12 WASHWOOD HEATH SCHOOL, Burnley Lane, B6 2AS (783 7272) (1,730 Mixed)  
Chemistry.  
E.S.13 Biology or Combined Science.  
E.S.14 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2RZ (743 4429) (1,770 Mixed)  
Biology.  
E.S.15 Physical Sciences as main an advantage.  
E.S.16 OLDKNOW SCHOOL, Oldknow Road, B10 0HU (772 0080) (540 Mixed)  
Science/Biology.  
E.S.17 CASTLE VALE SCHOOL, Farnborough Road, B35 7NL (747 8101) (1,600 Mixed)  
Physics to 'A' level.  
E.S.18 COLMERS FARM SCHOOL, Bistol Road South, B45 8HY (463 2172) (930 Mixed)  
Physics.  
E.S.19 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,100 Mixed)  
Physics.  
E.S.20 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
General Science (with Combined Science).  
E.S.21 WHEELERS LANE SCHOOL, Kings Heath, B13 0SF (444 2664) (480 Mixed)  
Physics/Chemistry.  
E.S.22 BISHOP CHALLONER R.C. SCHOOL, Institute Road, B14 7EG (444 4161) (600 Mixed)  
General Science.  
E.S.23 YARLEY WOOD SCHOOL, School Road, B14 4ER (474 2337) (670 Mixed)  
Chemistry.  
E.S.24 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,100 Mixed)  
Chemistry.  
E.S.25 QUEENSBURGH SCHOOL, Queensbridge Road, B13 9GB (449 3363) (700 Mixed)  
Science.  
E.S.26 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
General and/or Rural Science.  
E.S.27 PORTLAND SCHOOL, Portland Road, B17 8LR (428 4381) (840 Mixed)  
Combined Science and/or Chemistry.  
E.S.28 GEORGE DIXON SCHOOL, City Road, B17 8LF (420 1868) (1,720 Mixed)  
Biology—'O' and 'A' level work available for a suitably qualified candidate.  
E.S.29 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B21 9ET (554 2794) (730 Boys)  
Master to teach Physics throughout the school.  
E.S.30 LORDSWOOD BOYS' SCHOOL, Hagley Road, B16 8UP (464 3263) (700 Boys)  
Physics. Teaching through the school.  
E.S.31 BOLDMERE HIGH SCHOOL, St. Michael's Road, B75 5SY (354 4895) (750 Mixed)  
Physics with some Lower School General Science.  
E.S.32 ST. JOHN WALL R.C. SCHOOL, Othill Road, B21 8HH (564 1826) (370 Mixed)  
Biology.  
E.S.33 FOUR DWELLING HILL SCHOOL, Othill Road, B21 8JZ (422 0131) (1,160 Mixed)  
General Science to the 1st and 2nd forms initially. A specialist interest in Biology would be an advantage.

#### SOCIAL STUDIES

- E.S.4 JOHN WILLMOTT SCHOOL, Reddlop Heath Road, B75 6DY (354 3484) (720 Mixed)  
Social Studies and Music. Full time assistant teacher required, half-time Music plus half-time History or Geography, OR Economics OR Religious Education.  
E.S.5 BROADWAY SCHOOL, The Broadway, B20 3DP (356 9444) (1,070 Mixed)  
Environmental Studies, with an interest in Lower School Science and Mathematics, and in working in integrated subject courses.

#### OTHER SUBJECTS

- E.O.1 BYNG KENRICK CENTRAL SCHOOL, Leyford Avenue, The Cross, B33 9UG (778 2862) (830 Mixed)  
Remedial work.  
E.O.2 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2RZ (743 4429) (1,770 Mixed)  
Remedial work.  
E.O.3 MOUNT PLEASANT SCHOOL, Highgate, B12 9DS (440 4288) (1,500 Mixed)  
Remedial work.  
E.O.4 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1647) (1,610 Mixed)  
Remedial work.  
E.O.5 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)  
Remedial work.

#### SECONDARY Other Appointments continued

**HERTFORDSHIRE**  
Hemel Hempstead, Herts.  
Hemel Hempstead, Herts.  
Hemel Hempstead, Herts.  
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**LEICESTER**  
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#### NOTTINGHAMSHIRE County Council

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#### HUMBERSIDE EDUCATION COMMITTEE EAST RIDING DIVISION

### WITHERNSEA HIGH SCHOOL, Hull Road, WitherNSEA

The following posts are available for September, 1975, and applications from new entrants into the profession will be welcomed.

#### MATHEMATICS

Scale 3 post as the second in the Department able to teach to 'A' level and establish courses in Computer Studies. The school will have a computer terminal available by September, 1975.

#### HOME ECONOMICS

Scale 3 post to take charge of and develop a department of four full-time teachers. Interest/experience in developing home management and baby care courses an advantage. It is hoped to integrate the department within a design/creative studies faculty in the near future.

#### MODERN LANGUAGES

Scale 2 post as the second in the Department and able to teach French 'A' level and preferably offering German or Spanish as subsidiary subjects.

#### SPECIAL EDUCATION

Scale 2 post for a teacher qualified to teach E.S.N. pupils and interested in the challenge of doing so within the normal school situation. The teacher appointed will work within a newly established faculty of Special Education.

#### ART AND CRAFT

Scale 1 post for a teacher interested in working with a large variety of materials and prepared to work within a team teaching situation involving teachers of Home Economics and Technical Studies when necessary.



## TEACHING VACANCIES

(For September 1975 unless otherwise stated)

## SECONDARY

Hindley and Abram Grammar School, Park Road, Hindley (572 mixed, 108 Sixth Form) Required for January 1976.

## Scale 4

## MATHEMATICS—

## HEAD OF DEPARTMENT

Well Experienced graduates.

## Scale 1

## PHYSICAL EDUCATION

with some BIOLOGY (GIRLS)

For the above two posts, letters of application with the names and addresses of two referees should be sent to the Headmaster.

## Scale 1

## FRENCH with some ENGLISH

Suitably qualified teacher. G.C.E. work available for suitable candidate.

Hindley, Cardinal Newman R.C. High School, Darby Lane, Hindley, Wigan WN2 3DH Telephone Wigan 55562

## Scale 1

## BIOLOGY

## HISTORY

## ENGLISH and/or MATHEMATICS

Whitley High School, Whitley Crescent, Wigan WN1 2QF (Comprehensive Mixed 13-18)

Applications are invited from newly qualified women teachers to teach within the P.E./Dance/Art and Craft areas in the main school.

## Scale 1

## FRENCH

St. John Fisher R.C. High School, Baytree Road, Wigan

## Scale 1

## GENERAL SCIENCE

## ART

## BOYS P.E.

Ashton Grammar School, Warrington Road, Ashton-in-Makerfield

## Scale 1

## WOODWORK

(One year appointment)

## LATIN

At least to 'O' Level.

## ART

Orrell St. John Rigby R.C. Sixth Form College, Gathurst Road, Orrell, Wigan WN5 0LJ Required for January 1st, 1976 or earlier.

## Scale 4

## SENIOR PASTORAL TUTOR

A Senior Teacher post may be available. Application forms from and returnable to the Headteachers of the above schools unless otherwise stated.

## TAMESIDE METROPOLITAN BOROUGH

Other Appointments continued

## CITY OF SALFORD

## EDUCATION DEPARTMENT

## HINDLEY HIGH SCHOOL

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## TAMESIDE METROPOLITAN BOROUGH

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## TAMESIDE METROPOLITAN BOROUGH

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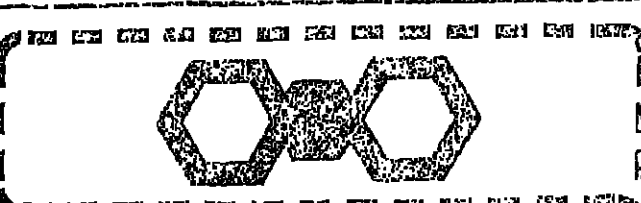
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## BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT

Fordhall E.S.N. School (Group 7 (S))

### HEADSHIP

of the above-named school. This is a re-advertisement, and previous applicants should indicate if they wish to be considered for the post.

Application forms, obtainable from the Director of Education at address shown below on receipt of stamped addressed foolscap envelope, and should be returned to him by 4th July.

Removal expenses and temporary lodging allowance may be granted. Consideration will be given to the making of a limited mortgage advance in the case of applicants from outside the borough.

L. A. BLOOM,

Chief Executive

Town Hall & Civic Centre,  
Sunderland SR2 7DN.

## SHROPSHIRE EDUCATION COMMITTEE

### HEAD GROUP 5(S)

KATHERINE ELLIOT SCHOOL,  
SHREWSBURY

Required for January, 1976, for this day special school which caters mainly for physically handicapped children.

Application forms and further particulars from County Education Officer, Shirehall, Shrewsbury, to whom they should be returned by 4th July, 1975.



## County of Cleveland

(Amended Advertisement)

### CLEVELAND EDUCATION COMMITTEE SPECIAL SCHOOL TEACHING APPOINTMENT.

#### HEAD TEACHER POST

OMESBY SCHOOL FOR HANDICAPPED PUPILS

HEAD TEACHER (Group 7S)

It is expected that the school will fall into this group under the provisions of the 1974 Burnham Report. The above school is now under construction and is likely to admit pupils in the early part of 1976. It is intended to appoint a Head Teacher to take up duties in January 1976. This is an exciting new venture in the education of handicapped pupils since the new school, which will cater for 120 pupils in the age range 2-17, is to be physically linked to an existing 11-16 comprehensive school, and is also situated some 30 yards from a primary school. Full integration of the pupils will be encouraged, and the Head Teacher, willing to work closely with the Head Teachers of the two neighbouring schools and with an outgoing approach to the education of handicapped children is looked for.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Forms of application, obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, Closing date 30th June 1975.

## GRAMPAN REGIONAL COUNCIL

Education Department

Applications are invited from experienced and qualified teachers of the deaf for the post of

### DEPUTY HEAD TEACHER

at Aberdeen School for the Deaf

The successful candidate may be required to take charge of a class of senior severely and profoundly deaf pupils (age range 14 to 16). Salary in accordance with Scottish Teachers' Salaries Memorandum. Responsibility payment applicable to the post is £576 per annum.

Forms of application and job specification are available from the Deputy Director (Special Education), St. Nicholas House, Broad Street, Aberdeen, and should be lodged with him by August 31, 1975.

## SPECIAL EDUCATION Scale 2 Posts continued

**SUTTON**  
Education Department  
Oversight of Special Education  
The Education Department is seeking applications for the post of Special Education Officer (Scale 2) to be based at the Education Department, Sutton, Surrey. The successful candidate will be responsible for the co-ordination and supervision of special education services in the borough. He will be required to advise and assist teachers and parents in the identification and assessment of children with special educational needs. He will also be responsible for the provision of special educational facilities and resources. Applications should be sent to the Education Officer, Sutton, Surrey, by 4th July 1975.

## WARWICKSHIRE

EDUCATION DEPARTMENT

BRADFORD HOUSE DAY SCHOOL

BRADFORD, WILTS.

Class Teacher (Scale 2)

Required for September 1975, for a small school for 12 children with special educational needs. The successful candidate will be responsible for the day-to-day running of the school and for the provision of special educational facilities and resources. Applications should be sent to the Education Officer, Bradford, Wiltshire, by 4th July 1975.

L. A. BLOOM,

Chief Executive

Town Hall & Civic Centre,  
Sunderland SR2 7DN.

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## Shropshire Education Committee Robert Clive E.S.N. (S) School, Healine Way, Monkmoor, Shrewsbury

### HOUSE MISTRESS

qualified teacher responsible to Head for running of boarding house. Scale 2(S) plus allowances less board and lodging.

Application forms and further details (send s.a.e.) from County Education Officer, Room 5445, Shirehall, Abbey Foregate, Shrewsbury, to whom they should be returned by June 30, 1975.

## County Council of Salop

### THE CITY OF Birmingham

### EDUCATION DEPARTMENT PERIPATETIC TEACHER FOR MENTALLY HANDICAPPED CHILDREN

Applications are invited for the post of Peripatetic Teacher to work with young, mentally handicapped children both in homes and schools. Teachers with knowledge and experience of the problems of mentally handicapped children and their parents, special school experience and additional training are required. Salary will be Birmingham Scale 2(S) (£2,409 to £3,768). Car mileage will be paid. Further details and application forms may be obtained from Stalling Branch and should be returned as soon as possible. There is a scheme for assistance with removal expenses.

### SOLIHULL METROPOLITAN BOROUGH EDUCATION COMMITTEE Forest Oak Special School (Re-advertisement)

Required for 1st January, 1976 (or earlier if possible) an appropriately qualified and experienced woman teacher for the post of

### Second Mistress

at this modern, purpose-built school for E.S.N. (M) children.

Salary: Birmingham 1 (S).

(Currently £4,224-£4,740 plus cost-of-living addition.)

Application forms, which are obtainable on receipt of a stamped addressed foolscap envelope, from the Director of Education, P.O. Box 20, Council House, Solihull, should be returned within 14 days of the appearance of this advertisement.

### THORNTOUN SCHOOL, KILMARNOCK, SCOTLAND TEACHER

Vacancy for one school year from September, 1976, for a qualified registered teacher of any one of the following—General Science, Technical, Mathematics or Primary 7.

The post which can be resident or non-resident is to be one of a team of five teachers in this residential special school for maladjusted children (boys and girls 11-16 years). The vacancy arises because of secondment on a full-time course.

Salary in accordance with S.T.S.M. with special school allowances. Applicants should be in sympathy with the Christian principles of Dr. Barnardo's on which the therapeutic community is based.

Further information from: Mr. J. S. Scott, Principal, Thornthoun School, Crosshouse, by Kilmarnock KA2 0BH (Tel: Kilmarnock 27227). Application forms from: Miss S. Massey, 22 Drumshaugh Gardens, Edinburgh EH3 7TP.

### Barnardo's

## SPECIAL EDUCATION Scale 1 Posts continued

**CORNWALL**  
Education Department  
The Education Department is seeking applications for the post of Special Education Officer (Scale 1) to be based at the Education Department, Cornwall. The successful candidate will be responsible for the co-ordination and supervision of special education services in the county. He will be required to advise and assist teachers and parents in the identification and assessment of children with special educational needs. He will also be responsible for the provision of special educational facilities and resources. Applications should be sent to the Education Officer, Cornwall, by 4th July 1975.

## DERBYSHIRE

EDUCATION DEPARTMENT

BRADFORD HOUSE DAY SCHOOL

BRADFORD, WILTS.

Class Teacher (Scale 2)

Required for September 1975, for a small school for 12 children with special educational needs. The successful candidate will be responsible for the day-to-day running of the school and for the provision of special educational facilities and resources. Applications should be sent to the Education Officer, Bradford, Wiltshire, by 4th July 1975.

L. A. BLOOM,

Chief Executive

Town Hall & Civic Centre,  
Sunderland SR2 7DN.

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10 Park Lane, London W1K 1QJ  
Tel: 01-274 6161

The professionals in this firm are specialists for those who are

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employed in Europe, qualified as accountants in 1980-81, the minimum salary for a job in the U.K. is £12,000 per annum. For those with a U.K. level in 1980-81, the minimum salary is £10,000 per annum. American & other companies are available.

apply with all relevant papers and qualifications to the relevant firm in the above list.

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[illegible]

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tions, school operations, safety  
 and health, and other concerns  
 brought forth by a residential care  
 facility.  
 Apply: W. L. Kates, 4000 E.  
 19th Avenue, Brookfield, Ill. 60089

**Mathematics**

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 In the MAJOR STATES in 1955  
 and 1960, and results of a survey  
 of available data concerning  
 Accommodation, as well as  
 some data with regard to  
 of school facilities.  
 Write: W. L. Kates, and addresses  
 of two referees, to the Director,

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 Health, Intellectual, Creative vision, Physical  
 growth  
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 Applied in September, 1960  
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 EDUCATION. Some public  
 training available. Graduate work  
 Post resident.  
 Apply Headquarters.

• **• • • • •**

**THE ROYAL ACADEMY  
OF DANCING**

*invites applications for the post of*

**TUTOR**

at its Teachers' Training Course. A thorough knowledge of the R.A.D. Children's Syllabus is required, and applicants should have had experience of teaching children, and be interested in developing the educational and creative aspects of the Course. It would also be an advantage to have a knowledge of another art form and/or dance subject other than ballet. The starting salary will be dependent upon experience and qualifications but will be not less than £3,000 a year. The successful applicant will be required to take up the post mid-September, 1975.

Written applications should be made, not later than July 31st, to :

*The Principal,  
Teachers' Training Course,  
The Royal Academy of Dancing,  
48 Vantage Crescent,  
London, SW11 3ET.*

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Written applications should be made, not later than July 31st, 1975:-  
*The Principal,  
Teachers' Training Course,  
The Royal Academy of Dancing,  
48 Viceroy Crescent,  
London, SW11 3ET.*







## DEMERES AND GALLOWAY REGIONAL COUNCIL DUMFRIES TECHNICAL COLLEGE Department of Engineering

### Lecturer in Fabrication Engineering (Temporary Post)

Applications are invited for a temporary full-time post to cover the teaching of Fabrication and Welding to Day Release students following City and Guilds and Link Courses. The duration of the appointment will be from January, 1976, until July, 1977. Applicants should have served a recognised apprenticeship, hold a Higher National Certificate in Engineering or an appropriate City and Guilds Certificate and have suitable industrial experience. Previous teaching experience would be an advantage. Salary Scale—Lecturer B (£2,667-£4,370).

Application forms and further information may be obtained from the undersigned.

Education Offices  
27 Moffat Road,  
Dumfries DG1 1NW.

J. K. PURVES  
Director of Education

## South East London College

selec

## Department of Secretarial and Clerical Studies At Lewisham Way, S.E.4

### Lecturer II in Clerical Subjects

(Ref. SCS.9)

to teach Commerce, Book-keeping and Business Calculations to both full and part time students taking C.O.S. and Secretarial Courses and to assist with the development and administration of some of the courses.

### Two Lecturers I in Clerical/Secretarial Subjects

(Ref. SCS.10, 11)

to teach Clerical Duties, Office Practice, Book-keeping, Business Calculations and Typewriting in the same general area as indicated in the Lecturer II advertisement above.

### Lecturer II Secretarial/Business Studies

(Ref. SCS.12)

to undertake some of the administrative work of the Catford section. The work at Catford ranges from C.O.S. to L.C.C. Private Secretary's Diploma and Post-graduate Secretarial Courses, and a candidate is sought with experience at this higher level. Candidates should be prepared to teach some of the following subjects: Communications, Structure of Business, Commerce, Office Organisation and Secretarial Duties. The ability to teach Secretarial Skills, if necessary, would be an added recommendation.

### Lecturer I in Secretarial/Clerical Subjects

(Ref. SCS.13)

to assist with the teaching of Commerce, Typewriting, Office Practice and Clerical Duties. The ability to offer shorthand or other allied skills would be an added recommendation.

Salary scales in accordance with the Burnham (F.E.) Report—Lecturer Grade I: £2,670-£4,476 (plus London allowance £351 and payments under the threshold agreement).

Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of this advertisement, from the Senior Administrative Officer, SELEC, Lewisham Way, London, SE4 1UT. Please quote the reference number.

## COLLEGES OF FURTHER EDUCATION continued

**BROMLEY**  
COLLEGE OF FURTHER EDUCATION  
100, High Street, Bromley, Kent, SE26 5JH.  
Telephone: 0181 491 1111.

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100, High Street, High Wycombe, Bucks. HP12 3JH.  
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FURTHER EDUCATION  
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## Wigan College of Technology Department of Electrical & Electronic Engineering

### LECTURER GRADE 1

To teach Electrical Installation and/or Electronic Servicing.

Duties to commence on 1st September, or by arrangement.

Salary scale: £1,860-£3,633.

### Department of Commerce & Economics

### LECTURER GRADE 1 (3 Posts)

To teach one or more of the following range: Economics, Government Studies, Office Practice, Sociology.

Duties to commence on 1st September, or by arrangement.

Salary scale: £1,860-£3,633.

Further particulars and application forms from the Principal, Wigan College of Technology, Parson's Walk, Wigan W1N 4RR, to be returned by the 4th July, 1975.

Metropolitan Borough of WIGAN

## TAMESIDE COLLEGE OF TECHNOLOGY

Principal: J. E. Jones, B.Sc., C.Eng., M.Inst.P., F.I.E.R.E.

Applications are invited for the following posts from 1st September, 1975.

### MANAGEMENT SERVICES SECTION

1. Lecturer II in Organisation and Methods

To teach a range of Management, Supervisory and Work Study courses and to assist in the development of specialist courses in Office and Administrative Management.

Candidates should have Commercial or Industrial experience in the field of applications and should have had practical experience in the field of child care/health education.

Salary scale: Lecturer II £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

Further details and form of application, returnable by 10th July, 1975, from Senior Administrative Officer at 100, Canford Road, S.E.24 5AT.

### DEPARTMENT OF SOCIAL SERVICE STUDIES

1. Lecturer I in Child Development and Health Studies

Applicants should possess appropriate qualifications and have had practical experience in the field of child care/health education.

Salary scale: Lecturer I £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

Further details and form of application, returnable by 10th July, 1975, from Senior Administrative Officer at 100, Canford Road, S.E.24 5AT.

### DEPARTMENT OF BUSINESS STUDIES

1. Lecturer I in Office Arts

To teach Typewriting, Shorthand, Office Practice and Office Equipment. The person appointed will be expected to teach practical office experience, having able to offer excellent craft teaching experience or having training, together with a recognised Office Skills qualification, is essential.

Salary scale: Lecturer I £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

Further details and form of application, returnable by 10th July, 1975, from Senior Administrative Officer at 100, Canford Road, S.E.24 5AT.

### DEPARTMENT OF CATERING AND BAKERY

1. Lecturer I to teach Food and Beverage Service

The department offers the subject to full-time students at O.N.D. and as part of the full-time craft courses at C & G 707/2 and C & G 705 level. There is a Training Restaurant within the department.

Teaching qualifications and experience, together with industrial experience in modern food service techniques and bar and wine service are desirable.

Salary scale: Lecturer I £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

### DEPARTMENT OF LIBERAL STUDIES

1. Lecturer I in Liberal Studies and Creative Arts

A graduate within the field of Arts and Humanities, with a teaching qualification, is required to lecture on a newly established 'A' level and Creative Arts course, and to assist in the College Liberal Studies programme.

Salary scale: Lecturer I £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

### SCHOOL OF ART AND DESIGN

1. Lecturer II to teach Needlecraft Subjects to Nursery Nursing and other full-time and part-time classes of the School of Art and Design.

The person appointed will be expected to apply a creative outlook to the work and also to take responsibility for developing and expanding City and Guilds Creative Studies and non-vocational courses in Fashion. Suitable qualifications and teaching experience will be required.

Salary scale: Lecturer II £2,670-£4,476 plus London allowance £351 and payments under the threshold agreement.

Further details and form of application, returnable by 10th July, 1975, from Senior Administrative Officer at 100, Canford Road, S.E.24 5AT.

### TEMPORARY LECTURER

Grade I

Required to teach theory and practice to craft and technician students on the department's 48 off-the-job industrial training courses. Applicants, preferably with teaching qualifications must possess C.G.L.I. Full Technological Certificate or equivalent qualifications in Electronic Engineering together with industrial experience in the electronic field of the engineering industry.

The appointment will be for one year from the 1st September, 1975, during the secondment to full-time studies of a member of the normal staff.

Salary Scale £1,860-£3,633, according to qualifications and experience.

Application Form and further details may be obtained from the Principal at the above address.

Closing date for Applications: 4th July, 1975.

Tameside Metropolitan Borough

## Bedfordshire Education Committee

## BARNFIELD COLLEGE (LUTON) New Bedford Road, Luton LU3 2AX

## School of Humanities and Business Studies

### SENIOR LECTURER

to assist in the administration of the School, to lecture in one of the School's subject areas (Humanities, Business Studies or Social Sciences), and to act as Deputy Head as required.

Salary: £4,436-£5,240

(under review from 1 April 1975)

Details from the Registrar's Office (ref. 53). Please enclose s.a.e.

## Inner London Education Authority

## London College of Fashion

Oxford Circus, W.1

## Department of Clothing Technology

Requires from September 1, 1975

## Principal Lecturer in Clothing Technology

Candidates should have qualifications/experience appropriate to teach up to degree level.

Salary Scale £3,000-£5,429 plus London Allowance £351 and payments under the Threshold Agreement.

Further details and form of application, returnable by 10th July, 19



















## COUNTY OF AVON

## Education Service

## YOUTH WORKERS

(full-time)

Applications invited from qualified people to form part of a team to cover work based on two high purpose-built youth centres in the most attractive part of West Bristol. The team concept is an experimental project in this particular area and offers scope for an imaginative approach to the work.

## POSTS AS FOLLOWS:

- (a) JNC scale 4, (1-5) = £2,89-£3,165  
(b) JNC scale 3, (4-8) = £2,361-£2,997  
(c) JNC scale 3, (1-5) = £2,412-£2,745

\* Plus threshold payments.

Further details and application forms, returnable by 30th June, from Chief Education Officer, 27 Great George Street, Bristol BS1 5RB.

DORSET COUNTY COUNCIL  
YOUTH SERVICE

This attractive county has the following vacancies in the Bournemouth area. The Authority offers in-service training, a wide range of organized activities/interests and regular support sessions of full-time staff. Most centres have experienced existing part-time leadership teams. Assistance with removal and legal expenses in appropriate cases.

## LEADER-IN-CHARGE POSTS

1. HENRY BROWN SOCIAL CENTRE—Sited on large postwar housing estate; has full-time Assistant Warden. Vacancy caused by retirement. JNC Range 4, £2,820-£3,165 p.a.
2. HAREWOOD CENTRE—Attractive, large centre, attached to school premises with sports hall facilities. JNC Range 3, £2,412-£2,745 p.a.
3. SOMERFORD YOUTH CENTRE—Youth tutor post. On campus of large comprehensive school. Vacancy created by promotion outside Authority. Bournemouth Scale 2.

## ASSISTANT LEADER POSTS

4. OAKMEAD YOUTH CLUB—Well-established club. On school campus. JNC Scale 1, £1,620-£2,250 p.a.
  5. POKEWOOD YOUTH CLUB—Oldest established Club. JNC Scale 1, £1,620-£2,250 p.a.
- All the above scales are exclusive of Threshold payments (£239.68 p.a.).  
Posts 2, 4 and 5 are created by promotions within the Authority.  
Application forms and further details available from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER.  
Closing date for application is 7th July, 1975.

## YOUTH &amp; COMMUNITY SERVICES

EXPANDING SERVICE offers  
CAREER OPPORTUNITIES for experienced, professionally qualified youth and community workers

## KEY SENIOR POSTS

In a team of 34 PROFESSIONAL AND 6 TECHNICAL STAFF  
Salaries quoted include threshold and London Weighting and are applicable to appropriately qualified staff under 1974 JNC Report. Career Development Scheme applies, providing opportunity to progress to merit ratings in grade. Pension benefits including 75 per cent removal expenses, lodging allowance, 100 per cent legal fees in respect of house purchase (max. £400), in approved cases.  
Hillingdon is the most westerly of the London Boroughs, and includes many pleasant residential areas, plus easy access to the countryside and Central London.  
Applications from other disciplines considered and, exceptionally, unqualified persons seeking experience/training situations.  
All shortlisted candidates will be invited to meet senior officers and staff in post to assess the requirements of the Service. Further particulars and job specifications for each post available on request, and personal enquiries may be directed to Principal Youth and Community Services Officer, L. W. Brotherton, telephone 01825 31522, Ext. 25 (write or leave message to contact).

ORGANISER-MANAGER:  
UNIT ONE

Senior field work post in charge of major youth rendezvous in Uxbridge. Close association with mini-rendezvous field group and counselling services, all orientated to top priority work with the unattached. Excellent professional team, full and part-time assistance. Ref. 8/28/242.  
JNC 4(3) £3,495-£3,831 p.a. (£4,332)

ASSISTANT DIRECTOR:  
SPORTS CENTRE

Vacancy 1.9.75 due to promotion. Outstanding opportunity for enthusiastic senior officer opening career path to top priority work from schools and youth service. Opportunity to specialise and obtain organisational experience. Ref. 8/28/251.  
JNC 3(2) £2,891-£3,327 (£3,750)

Further particulars and application forms available from: Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex, UB8 3TR, telephone 01825 2281, ext. 28, quoting appropriate reference.

LONDON BOROUGH OF HILLINGDON Closing date: 4.7.75

YOUTH AND  
COMMUNITY SERVICE  
continued

## HARINGEY

Applications invited from qualified people to form part of a team to cover work based on two high purpose-built youth centres in the most attractive part of West Bristol. The team concept is an experimental project in this particular area and offers scope for an imaginative approach to the work.

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## STICHTING NIJENRODE

Instituut voor bedrijfskunde te Breukelen.

THE NETHERLANDS SCHOOL OF BUSINESS  
(STICHTING NIJENRODE, INSTITUUT VOOR BEDRIJFSKUNDE)

## DEPARTMENT OF SOCIAL SCIENCES

## READER

## IN SOCIOLOGY

Applications are invited for the post of READER IN SOCIOLOGY. Appointees should have a specialist interest in the following areas: Introduction to the main problems of industrial society; paradigms of Sociology; sociological approaches to industrial and business organizations; application of analytical techniques to the study of organizations and their development.

The successful candidate will be expected to contribute to Inter-disciplinary research programmes.

In addition to good qualifications at graduate level, professional experience in business or knowledge of the business environment together with experience in Inter-disciplinary collaboration would be added advantages for the position.

Remuneration according to Dutch Government salary scale for university readers. This is from Nfl.54,852-Nfl.79,032 p.a., depending upon qualifications and experience.

Applications, accompanied by a curriculum vitae and a list of publications, to be submitted within a month to the Selection Committee Readership in Sociology, Stichting Nijenrode, Instituut voor Bedrijfskunde, Nijenrode, Breukelen, The Netherlands (telephone: 03462-1944), from which address a full job description may be obtained.

Lee Valley Regional  
Park Authority

## Assistant Warden

£2,100-£2,679 (AP1/2)

at our Three Mills Centre,  
Bromley-by-Bow, Newham

The main elements of the Centre are two all weather floodlit football pitches with changing rooms, a play building housing an urban lives play group and an adventure playground area.

We are looking for someone to assist the Warden in the management and further development of the Centre and to take special responsibility for developing the use of the adventure playground youth club using part time help when necessary.

The job should suit someone with an interest in recreation and youth work and may provide an opportunity to start a career in recreation management.

Although the working week is a basic 35 hours, the successful applicant will be expected to carry out some evening and weekend duties and enhanced payments or time off in lieu will be given to compensate for this.

Application forms and further details from G. Davis, Staff Officer, Lee Valley Regional Park Authority, Middleton House, Bulls Cross, Enfield EN2 9JG. Middlesex.

EPISCOPAL CHURCH IN  
SCOTLANDBOARD OF EDUCATION AND  
CHURCHES OF EDINBURGH

Based on St. Mary's Cathedral, 10, John's Edinburgh, for developing youth work in parish, diocesan and provided areas. Links with other churches, state and voluntary youth organizations. Stipend, pension, free housing and allowances.

Further information and application forms from the General Secretary, 10, John's Edinburgh, for developing youth work in parish, diocesan and provided areas. Links with other churches, state and voluntary youth organizations. Stipend, pension, free housing and allowances.

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YOUTH AND  
COMMUNITY SERVICE  
continued

## ROMSEY

EDUCATION AND CULTURAL  
SERVICES COMMITTEE

## SOUTH YOUTH CENTRE

## A full-time youth worker

## The South Youth Centre is a full-time youth centre which provides a wide range of activities for young people in the area.

## The successful candidate will be expected to carry out some evening and weekend duties and enhanced payments or time off in lieu will be given to compensate for this.

## Application forms and further details from G. Davis, Staff Officer, Lee Valley Regional Park Authority, Middleton House, Bulls Cross, Enfield EN2 9JG. Middlesex.

## Further information and application forms from the General Secretary, 10, John's Edinburgh, for developing youth work in parish, diocesan and provided areas. Links with other churches, state and voluntary youth organizations. Stipend, pension, free housing and allowances.

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## Further information and application forms from the General Secretary, 10, John's Edinburgh, for developing youth work in parish, diocesan and provided



# ib JAPAN

The International Language Centre school in Tokyo will need a number of teachers of English in September 1975 and April 1976. Basic training in T.E.F.I. techniques and in teaching Japanese students in particular will take place in August. Interim employment in this country may be available for those who are taking up posts in April 1976. The salary in Tokyo will be approx. £3,400 p.a. The contract is for 2 years with outward and return fares paid. A University degree or cert. ed. is essential.

For further information please contact

Teacher Selection Dept.,

International House,

40 Shaftesbury Ave., London W1V 8HJ.

(01-437 9187)

with full details of qualifications experience etc.

## THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY SYDNEY, AUSTRALIA

The New South Wales Institute of Technology is a corporate institution for higher education established to provide a wide range of professional courses for those entering or already employed in industry, government and technological fields. The Institute, which is a degree awarding body, is currently undertaking a major building programme on a central site in Sydney.

Applications are invited for the following positions:

### FACULTY OF ARCHITECTURE and BUILDING

The Faculty of Architecture & Building offers professional courses leading to the degrees of Bachelor of Architecture, Bachelor of Applied Science (Building) and Bachelor of Applied Science (Quantity Surveying). All courses within the Faculty are divided into three, two-year segments: preliminary, intermediate, and final.

#### Principal Lecturer in Architecture and Building Ref. 75/410

In the preliminary segment, students in all courses (Architecture, Building and Quantity Surveying) undertake most work in common. This segment comprises a department of approximately 200 students and eight academic staff members. The Principal Lecturer would be required to direct this department, integrate the work of students and co-ordinate the work of academic staff.

#### Senior Lecturer in Architecture Ref. 75/411

The Senior Lecturer in Architecture will be largely responsible for the continued development of the final segment course consisting of core subjects as well as electives. He should be suitably qualified to develop the integration of the elective segments with the course in Building and Quantity Surveying.

### FACULTY OF BUSINESS STUDIES

The Faculty of Business Studies is presently adding additional academic staff to teach in the undergraduate academic programmes and to assist in the development of a Master of Business Degree planned for later introduction. The development of electives in the areas of Urban and Regional, Manpower Planning, Contemporary Economic Thought and Labour Economics is also underway.

#### Lecturer in Accounting Ref. 75/398

Initially the appointee will be required to lecture in Financial Accounting or Management Accounting subjects or Auditing. Lecturing experience and practical experience in the accounting profession, business or government is desirable.

#### Lecturer in Economics Ref. 75/412

The Lecturer in Economics would be required to teach macro and micro Economics and should therefore have a strong mathematical background as well as appropriate qualifications and experience.

### FACULTY OF ENGINEERING

The School of Civil Engineering offers courses which lead to the award of a Bachelor of Engineering Degree and plans to offer its first Master of Engineering Degree Course in 1978. The School operates a well-established group of engineering materials laboratories which are used in a wide range of engineering materials subjects, student project work, industrial consultation and research work.

#### Principal Lecturer

#### Engineering Materials Ref. 75/413

The Principal Lecturer will be required to lead the academic and non-academic staff working in the engineering materials area and to co-ordinate their activities with those of the other specialist groups in the School. Applicants should have extensive scientific and industrial experience relevant to the use of materials in civil engineering operation.

### OVERSEAS Appointments continued

#### BERMUDA

##### TEACHING ASSISTANT

Post for September 1975

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TEACHING ASSISTANT (T.A.)

Post for September 1975

### RHODESIA

#### MAINTENANCE COLLECTOR

Post for September 1975

MAINTENANCE COLLECTOR

Post for September 1975

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### WEST INDIES

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## National Children's Bureau

### Senior Research Officer

(Salary scale £3,814-£5,524)

### Research Assistant

(Salary scale £2,182-£3,151)

are required by the Bureau, an interdisciplinary organization concerned with children's needs in the family, school and society, to begin work in September or s.s.a.p. afterwards on a new project concerned mainly with the employment experiences of post-16-year-old handicapped school leavers.

The Senior Research Officer will be responsible for the day-to-day management of the study and will be aided as appropriate by the Research Assistant.

Applicants for the Senior post should be well qualified professionally and be trained and/or experienced in the use of social survey research methods. Ideally, the successful candidate will have had recent experience of working with handicapped adolescents and be familiar with employment opportunities for such young people, in the post-16-year period. Previous research experience in a field relevant to the proposed study will be an essential qualification and where possible this will have involved an appreciation of statistical methods.

Applicants for the post of Research Assistant should possess a good degree or an equivalent qualification in either education, psychology, or social science. Some research experience and/or practical experience related to the special needs of handicapped children would be an advantage.

Closing date for completed applications: 4th July, 1975.

For further particulars and an application form write to: Administrative Officer, National Children's Bureau, 8 Wakley Street, London EC1V 7QE.

## NATIONAL YOUTH BUREAU

### Senior Information and Publications Officer

to lead a team of four others (2 editors, information officer, 1 graphics and layout officer) in preparing the Bureau's journal "Youth in Society" and newspaper "Youth Service"; to assist other specialist staff in the preparation of the bulletins "Youth Social Work", "Youth Counselling", "Social Action"; to coordinate other publishing activities; to coordinate documentation work (data bank of 60,000 items) and the answering of enquiries (approx. 5,000 a year). Journalistic experience would be helpful; organising ability essential.

Salary and conditions of service according to NJC Local Government agreements.

AP4 £2,838-£3,111

Details and application forms (to be returned by 7th July, 1975) from Director, National Youth Bureau, 17-23 Albion Street, Leicester (LE1 3BB).

## Southwark

### Social Services Department

### MANAGER

CRISPIN HOUSE ADULT TRAINING CENTRE  
FOR THE MENTALLY HANDICAPPED  
£3,921-£4,473 + £381 London Weighting

Crispin House is part of a modern purpose built complex well situated in Bermondsey, consisting of a hostel for twelve retarded youths, a short stay hostel and a day centre for the elderly mentally ill. At present 150 trainees attend daily, engaged in Social, Educational and Light Industrial Therapy, involving assembly and manufacturing work and wood work.

We are seeking a person with initiative and organising ability and the qualities needed to lead a team of dedicated staff in the Training Centre and supervise the common services to the complex. The Manager must be able to programme the needs of the trainees, to create and implement new ideas and thinking in the field of training and social education with emphasis on "self-help", socialisation and communication skills.

The Manager will encourage support from the community and voluntary agencies. There is excellent support from a visiting Psychiatrist and Head Office staff. Applicants should preferably have similar managerial experience or hold the Diploma in Training and Further Education of Mentally Handicapped Adults.

For an informal discussion or further information, telephone Mr H. Neasham, Senior Care Advisor, on 01-703 6363 ext 347. There is excellent support from a visiting Psychiatrist and Head Office staff. Applicants should preferably have similar managerial experience or hold the Diploma in Training and Further Education of Mentally Handicapped Adults. For an informal discussion or further information, telephone Mr H. Neasham, Senior Care Advisor, on 01-703 6363 ext 347. There is excellent support from a visiting Psychiatrist and Head Office staff. Applicants should preferably have similar managerial experience or hold the Diploma in Training and Further Education of Mentally Handicapped Adults. For an informal discussion or further information, telephone Mr H. Neasham, Senior Care Advisor, on 01-703 6363 ext 347.

## KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

### EDUCATION WELFARE OFFICER

(aged over 25 years) for duties in the Tunbridge and Maidstone areas. Social work training, knowledge of court procedures and some administrative ability advantages. Must be able to drive. Salary £1,893 to £2,418 or, with appropriate qualifications, to £2,547. Assistance with removal expenses considered in approved cases. Application form (stamped addressed envelope) and further details from the Divisional Education Officer, Astley House, Hastings Road, Maidstone.

### Professional Assistant (Schools)

AP 5 £3,213-£3,432

plus £261 London Weighting

Required to assist Assistant Director of Education (schools). The post is designed to provide training for suitably qualified (graduate or equivalent) candidates entering from teaching or already employed in Local Government Service. Commencing salary according to age, qualifications and experience.

Consideration may be given to assistance with removal and legal expenses and to disturbance and lodging allowance, in approved cases.

Application forms and further details from Director of Education, The Grove, Carshalton, Surrey. Tel. 01-889 4499 Ext. 64.

Closing date 4th July, 1975.

## EDUCATION DEPARTMENT LONDON BOROUGH OF SUTTON

### RECREATION SUPERVISOR

up to £2,418 per annum

required by the County Education Department at this joint provision scheme situated at Sir John Leman High School, Beccles, consisting of Sports Hall, Activities Room, two Squash Courts and full social provision. Removal and settling in payments available if eligible.

Practical experience in physical education/recreation either in schools or H.M. Forces desirable. Some experience in administration would be an advantage. This post offers an excellent opportunity to someone wishing to embark on a career in Recreational Management.

Further particulars and application form (returnable by 7 July 1975) from the County Education Officer, County Hall, Ipswich (ref FDM).

## Suffolk County Council

### BARNSELY EDUCATION

### SENIOR CAREERS OFFICER

Salary Scale SO1 £3324-£3573  
to be based at Barnsley

Candidates for this post should have considerable experience in the Service, and should, if possible, hold the Diploma of Youth Employment Service Training Board or the Diploma in Vocational Guidance.

Application forms available from the Education Officer, 50 Huddersfield Road, Barnsley and returnable not later than 4th July, 1975. (Stamped addressed envelope, please.)

## London Borough of REDBRIDGE

Re Advertisement on Higher Grade

### Assistant Education Officer (Building and Development)

P.O.2 4/5 £5,214-£6,186

(including London

Weighting and Threshold)

Commencing salary according to qualifications and experience.

To head a team responsible for planning school and college building requirements in this Authority in North East London. Following a plan to reorganise secondary education, we are engaged in an extensive building programme, and the post offers considerable scope for initiative. The team works in consultation with local head teachers, the Borough's educational advisers and legal, technical and administrative departments and the Department of Education and Science.

Applicants should have varied teaching experience, a good degree and administrative experience in an Education Department.

Fringe benefits include assistance with removal and resettlement expenses, essential user car allowance, and local authority housing.

Application forms and further details from John Fordham, Chief Education Officer, Education Office, P.O. Box No. 11, 255-259 High Road, Ilford, Essex IG1 1NN, returnable by 7th July, 1975.

## sandwell

Metropolitan Borough Council

DEPARTMENT OF EDUCATION

### ASSISTANT SCHOOL MEALS ADVISER

SOULBURY SCHOOL MEALS OFFICER  
MAIN 8-12 (£2,820-£3,309)

Applications are invited from candidates with suitable qualifications and experience for the post of Assistant School Meals Adviser.

The successful candidate will be part of a team of advisers responsible to the school meals officer for all aspects of the school meals service in a part of the authority's area.

Application forms and further particulars are available from: The Personnel Officer, Town Hall, High Street, West Bromwich, West Midlands, B70 8DX. This post should be returned as soon as possible to the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.

## North-Eastern Education and Library Board

### Applications are invited for the following posts: SPECIALIST ASSISTANTS TO MUSIC ADVISER

required to teach the following, mainly on a peripatetic basis—Violin (3 posts), Viola (1 post), and Cello (1 post).

Applicants should have teaching qualifications and experience in Schools. Professional instrumentalists with teaching experience may also be considered. Facilities will be available to take part in Ensemble and performance. Salary for the posts will be £2,858-£3,320 per annum plus £231 cost-of-living allowance.

Extra payment will be made for additional work. Normal N.J.C. car rates will be payable for approved travel on duty.

Application forms may be obtained, on receipt of a stamped addressed foolscap envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Galsgorn Road, Ballymena, BT42 1HN and must be returned not later than Thursday, 3rd July, 1975. Canvassing in any form will disqualify.

## Leicestershire

### ASSISTANT EDUCATION OFFICER (SCHOOLS)

This interesting post (vacant on promotion) is to be filled by 1st January or earlier. It is open to men and women graduates with teaching experience.

Experience in an education department is desirable but not essential.

Salary PO1 (6-10) £4,538-£5,091, starting point according to experience. Details on request.

Apply (no forms) with names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 7th July.

### Assistant Community Recreation Officer

£2,838-£3,111

The Lewsey Centre, opened in 1972 as a multi-purpose community recreation centre to serve a new municipal estate, has a thriving community throughput with social service, youth and housing advisory interests. Duties will involve responsibility for the day to day running of the Centre under the direction of the Community Recreation Officer. Assistance with Housing, 100% Removal Expenses. Application forms, returnable by 4th July, 1975, may be obtained from the Borough Secretary, Town Hall, Luton LU1 2BG.

## Borough of LUTON

### TRAINEE CAREERS OFFICER

Are you looking for a challenging job of great social importance? Would you like to help young people to choose careers, select further education courses and get suitable jobs? You need to have a degree or equivalent qualification and have had about a year's gainful employment since graduating or the older candidate with substantial experience of employment in a responsible post.

We provide four months induction training beginning in September 1975 followed by a year's full-time training course at a polytechnic. Salary will be in the range of £1,839-£2,154 plus training expenses. On completion of training salary rises to £2,286 to £2,769 with good prospects of promotion. A Surrey Allowance of £180 is payable in addition to basic salary. Car allowances, generous relocation expenses and mortgage facilities provided in approved cases. Temporary accommodation may be available.

Interested? Then write for fuller details and application forms to County Education Officer, (CS/MGC), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Closing date: 2 July 1975.

### TEACH IN ONE OF SURREY'S COMMUNITY HOMES

Experienced P.E. Teacher needed at Kinton, a progressive Community Home in Woking which accommodates 90 boys aged 13 to 18 on admission.

We offer accommodation at nominal rental; Burnham scale; allowances totalling £1,182 per annum; generous relocation assistance (in approved cases).

For further details and to see the Home, please ring Mr K. Thomas (Head of Education) on Woking 85141.

Application form from Roy Webb, Social Services Department, County Hall, Kingston upon Thames, KT1 2DL. Tel. 01-546 1050, Ext. 3884.

## SURREY COUNTY COUNCIL

## Metropolitan Borough of North Tyneside

EDUCATION DEPARTMENT

### Assistant Director (Schools)

Salary: £5,925-£6,465 p.a.

Applications are invited for this 3rd tier post from suitably qualified persons who have held a major post of responsibility in a Local Authority Education Department.

The post involves responsibility for the administration of all schools, apart from special schools, and includes participation in the Authority's forward development and school building programme.

Further particulars and application forms are available from: Chief Personnel Officer, 7 Northumberland Square, North Shields. Please quote Ref. 03/AD/TES. Closing date, 30th June, 1975.

## STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION—LANARK DIVISION

### COMMUNITY EDUCATION

Applications are invited from suitably qualified men and women for the following posts in a Community Education Service which caters for Youth & Community Work, Adult Education, Outdoor Centres and non-vocational F.E. Centres.

#### ORGANISING STAFF

Area Organiser: A & P III £4,538-£5,091

Assistant Area Organiser: A & P III £3,213-£3,432

#### SCHOOL BASED STAFF

Senior Community Education Assistant: A & P III £3,213-£3,432

Community Education Assistant: A & P II £2,838-£3,111

#### CENTRE BASED STAFF

Manager: A & P III £4,538-£5,091

Assistant Manager: A & P III £3,213-£3,432

Centre Assistant: A & P III £2,838-£3,111

Applicants should have completed a course of a relevant professional training in one of the branches of Community Education or be qualified otherwise.

Applicants for posts above Grade A & P II should have had post-graduate experience.

Relevant public authority housing may be made available. Removal expenses, mortgage facilities and life assurance schemes are in operation.

Application forms and a booklet containing further information may be obtained from the Assistant Director of Human Resources, Regional Office, Hamilton, BT4 6AD to whom completed forms should be returned by 4th July, 1975.

R. M. O. MURPHY, Director of Manpower Services.

### ASSISTANT EDUCATION OFFICER

SALARY: PO1  
(4-8-£4,293-£4,815)

Applications are invited from men and women for a post of Assistant Education Officer created by promotion of present post holder to a senior position within another Authority. Candidates should be graduates of a British University and should have had successful and varied teaching experience. This post would appeal particularly to persons wishing to make a career in Education Administration. The Authority offers assistance towards removal expenses, lodging allowance, car purchase, and an essential car user allowance is payable.

Application forms and further details of the post are available from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1EB, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

## METROPOLITAN BOROUGH OF CALDERDALE

## Lincolnshire

### Education Assistant Special Catering Officer

Soulbury 6-10 £2,586-£3,504 plus £229 Threshold

Applicants should be suitably qualified and experienced persons for this post which is based at Lincoln. The Assistant Special Catering Officer will work closely with the Special Catering Officer, who is responsible to the County Catering Officer for the organisation of all functions other than the School Meals Service. These include official openings and other functions for the Chairman, Members and Officers of the County Council, Members and Staff dining facilities, Mayoral functions for the City of Lincoln and many other varied and interesting occasions.

The County Council has agreed a scheme of removal and lodging allowances payable in appropriate cases and there is also the possibility of assistance with house purchase and bridging from facilities.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln, LN1 1YQ, to whom completed forms should be returned by 4 July, 1975.

### TEACHER/ADVISER IN TECHNICAL STUDIES

Required for January, 1976.

Salary in accordance with Burnham Scale 4 £4,130-£4,611, plus £239 Threshold and £267 London Weighting. Car allowance payable in accordance with the Authority's scheme for casual users.

The person appointed will be required to advise on curriculum and equipment in Primary and Secondary Schools, and will be responsible for a teaching programme which includes experimental work and introduces new methods. A large development programme will provide opportunity for advising on the provision of craft rooms. Based at the Teachers' Centre as part of a team of Teacher/Advisers, the successful applicant will be encouraged to arrange courses for teachers.

Further information and application forms obtainable from the Chief Education Officer, Municipal Offices, High Road, Leyton E15 5QJ.

Closing date for applications 7th July, 1975.

## London Borough of Waltham Forest

### DEVON EDUCATION COMMITTEE

North Devon College

Principal: G. F. Hird, J.P., M.A., M.B.I.M.

Applications are invited for the post of

### Lecturer Grade 2 in Careers

The salary scale is £2,670 to £4,475, plus threshold and subject to review.

Under the Barnstaple Re-organisation scheme the College is the centre for post-16 work in the area, as well as having a more conventional further education responsibility for the whole of North Devon. There is a well developed Careers Service in the College and the previous holder of the post has moved for promotion. Essentially, the successful applicant will be responsible for the administration and development of an educational and careers guidance programme. It is likely he will have a small teaching commitment.

Forms of application, as well as further particulars, can be obtained from the Principal, Barnstaple, Devon.

## DEVON







## Assistant Keeper

(Education and Art)

AP3/4 £2,475-£3,111

Applicants should have a degree in the history and practice of art and also have the ability and commitment to develop, promote, and maintain a high standard of education and art in a museum. The post is a full-time position with a salary of £2,475-£3,111. The post holder will be responsible for the day-to-day running of the museum and will be expected to develop and maintain a high standard of education and art. The post holder will also be responsible for the development and maintenance of the museum's collection and for the promotion of the museum's activities. The post holder will be expected to work closely with the Director of the museum and will be responsible for the day-to-day running of the museum.

**Southampton City**

DUMFRIES AND GALLOWAY  
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

## STRING INSTRUCTOR (VIOLIN)

Applications are invited for the post of String Instructor (Violin) in schools in the Dumfries area of the Region. This is a full-time appointment and there is a salary allowance. It is hoped that the successful applicant will be able to take up duties on or soon after August 21, 1975.

Application forms and further information may be obtained from the undersigned to whom completed forms should be returned by June 27, 1975.

Education Offices J. K. PURVES,  
27 Moffat Road, Director of Education  
DUMFRIES DG1 1NW.

## City of Peterborough

DEPARTMENT OF LEISURE AND AMENITIES  
COMMUNITY SERVICES DIVISION

## AREA COMMUNITY WORKER

needed for the western area of our rapidly expanding city. An ability to work with other agencies and voluntary groups to assess needs and find solutions is essential.

Salary will be on the SW scale between

**£2,418-£2,925**

Fringe benefits, including housing, if required.  
Telephone (0733) 84018 or write for full details to Leisure and Amenities Officer, P.O. Box 39, 79 High Street, Old Fletton, Peterborough PE2 8DU.

## EDITOR

English Language/Literature

An excellent opportunity exists for an ambitious editor to take over the early development of a new ELT list and to grow with it. Part of our U.K. English list may also be involved. Editorial experience and a good background in one or more aspects of ELT is essential.

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Please write, with full details, to:

Robin F. Jordan

**COLLINS PUBLISHERS,**

144 Cathedral Street, Glasgow G4 0NB

## Educational Courses

### RESERVE

RESERVE is a new, exciting, and challenging course for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art. The course is designed for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art. The course is designed for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art.

### BRITISH ASSOCIATION OF ORGANISMS AND PHYSICAL EDUCATION

The British Association of Organisms and Physical Education is a leading organization in the field of physical education and sports. It provides a wide range of courses and services for students and teachers. The association is committed to the development of physical education and sports in schools and colleges. It provides a wide range of courses and services for students and teachers. The association is committed to the development of physical education and sports in schools and colleges.

### CHESHIRE

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### HERFORDSHIRE

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### LONDON, W.C.1

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### TEACH ENGLISH ABROAD

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## SUMMER CRASH COURSES

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## THE TEACHING OF READING

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## COURSES IN ENGLISH FOR TEACHERS

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## For Sale and Wanted and Postal Shopping

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## COLCHESTER ENGLISH STUDY CENTRE

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## Summer Teaching Posts in English as a Foreign Language

Summer Teaching Posts in English as a Foreign Language are designed for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art. The posts are designed for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art. The posts are designed for students who are interested in the history and practice of art and who wish to develop their skills and commitment to a high standard of education and art.

## Personal Research Grants

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## Holidays and Accommodation

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## NETHERLANDS

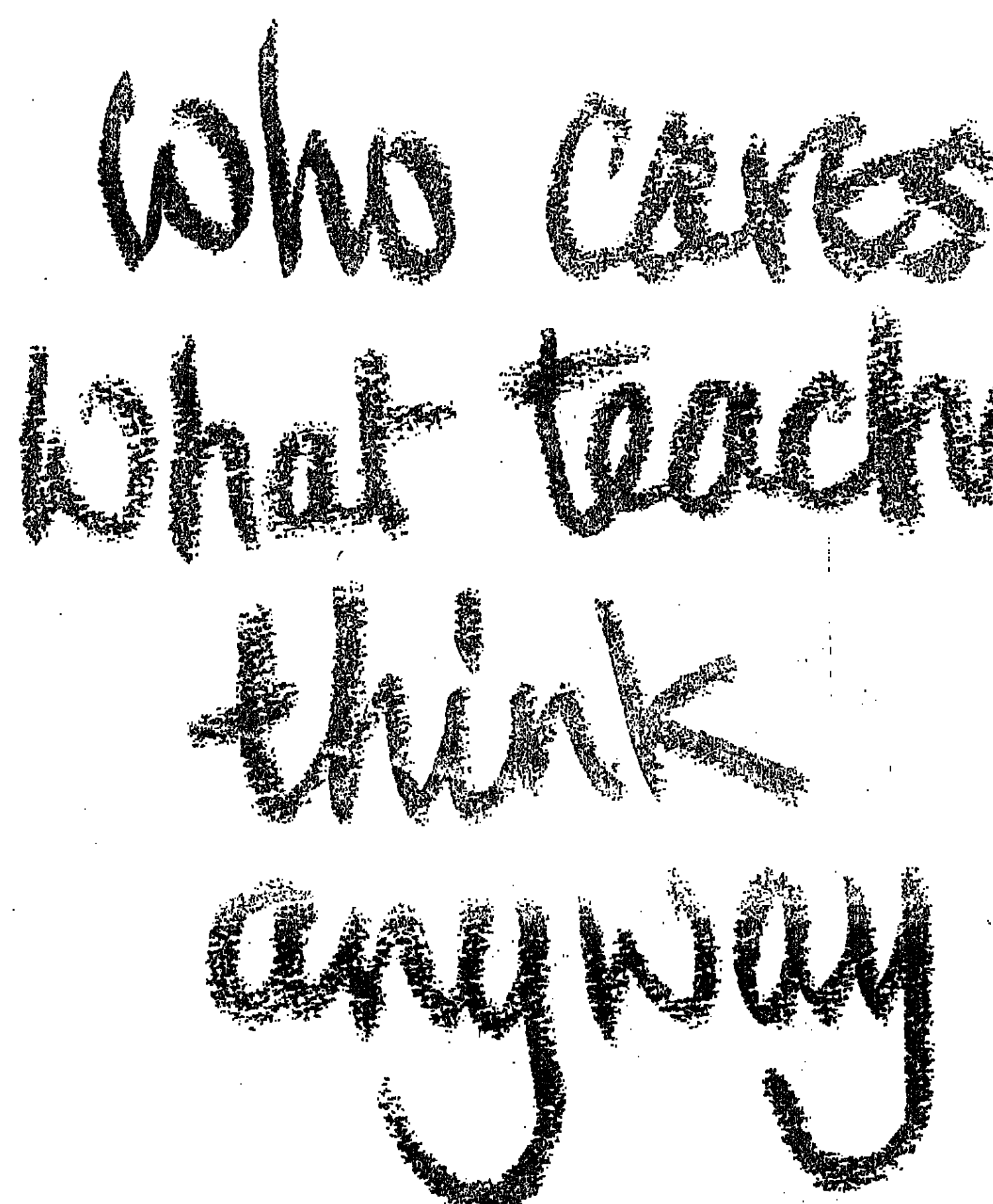
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## Applications are invited for SSC Personal Research Grants to be held for the academic year 1976-77.

The awards are to enable established staff in UK Universities, Polytechnics, Colleges of Education and Colleges of Further Education to be freed from their normal duties for one year to work full-time on research on specified topics.

The full salary (including pension and national insurance contribution) of a holder is covered and a contribution is made to secretarial and other support costs.

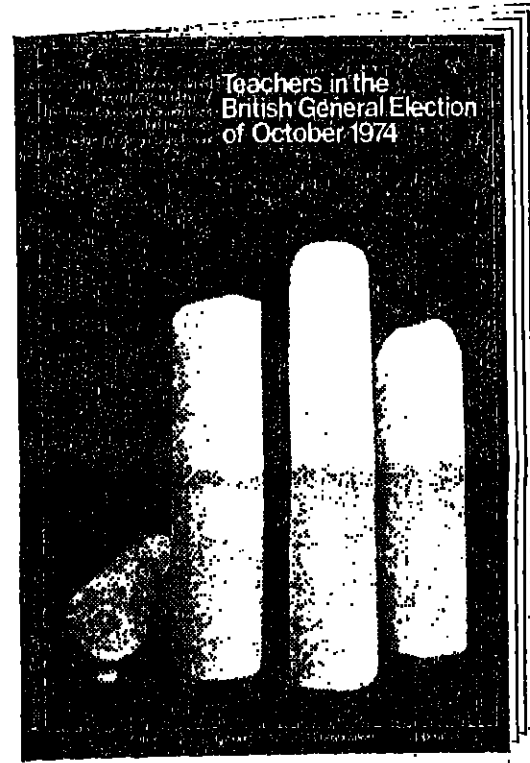
The closing date for applications for awards for the academic year 1976-77 is 30 September 1975. Further information and the application form R2 may be obtained from Ms Denise Easton at the SSC, State House, High Holborn, London, WC1R 4TH.

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**Pam Schweitzer**

Soon after, a single class of second years who were working on the theme of "Children in Trouble" in their English and drama classes, were visited by a local theatre in education team with a day-long programme. It concerned a young black boy who was giving trouble at school, and was up in court accused of theft. The programme explored in depth the boy's situation

Many theatre in education teams would prefer not to work on set texts for sixth formers whose staff/pupil ratio is so much higher, and where they feel themselves to be more obviously a "frill". However, some have found to their disappointment that it is only on this kind of work that the more staid secondary schools will engage them. The can-

all these different forms of theatre for young people scrambling for small amounts of grant aid, when ideally it would be possible to fund them all. But perhaps the answer for the moment is to establish a clear system of priorities so that what funds there are, can be most effectively deployed. The status quo is just about being maintained, but it is a mess and no discernible

us now leave Clopton Bridge and wend our way through the town to where the timbered birthplace stands . . .". Pause.) does sound like the voice of a guide book when divorced from visual illustration.

A brief introduction spoken on Clopton Bridge and a conclusion breathed in hushed awe in Holy Trinity church sandwich the main part of the record—a dialogue,

ful guide to a Stratford travelogue (or guidebook) on disc is bound to be frustrating, unless it is supported by a specially prepared set of slides, for example. In fact the sleeve notes ("Sounds of the exhibits can be heard, even the slamming of the school desk") Shakespeare's slide print: it is accidentally make a picture of a struggle to make a picture of a David Seif

From the science teacher's point of view all such courses in thinking should surely be superfluous, as science is largely concerned with solving problems.

However, there is little evidence that the deterioration in thinking at the secondary level has been

In the introduction to the notes the producer of the series expresses the hope that teachers will be opportunistic in their use of the programmes, thus exploiting those aspects which, at any particular time, best suit their purposes. As always, the ultimate success of any series or syllabus depends on the way in which teachers use it.

It is claimed that the system already shows an overall saving. An interesting film both for other I.E.A.s to study and for use in catering departments in training kitchen staff and administrators.

*Alec Hughes*

ous conductor, tracing his career from the age of 19, when he first conducted in public. Included are excerpts from his recordings of Aida, La Bohème, Beethoven's Pastoral Symphony and Debussy's La Mer. *The Sunday Debut* (Sunday, 18.1 BBC 1)

The second part of "Education now: Are we sacrificing quality for

**The Philpott File** (Friday, 20 BBC2)  
A look at the "Kings" of medical world, the consultants Trevor Philpott on the lives, work of a heart surgeon, a kidney specialist and a geriatrician.

